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ABSTRACT

This federally funded study investigated Virginia special education program standards, focusing on local applications of the standards for class size and class mix and the effect of varying class size and class mix on student outcomes. The study concentrated on students with educable mental retardation, severe emotional disturbance, and specific learning disabilities. The research model involved interviews, observations, and document reviews at three local education agencies and a survey of over 1,000 special education teachers and administrators. The study found that: (1) Directors of Special Education and special education teachers consistently recommended smaller resource classes than current standards allow; (2) teachers believed that manageable class sizes with paraprofessionals were not much larger than manageable class sizes without paraprofessionals; (3) students in larger classes achieved at a lower level than students in smaller classes, with reading achievement affected more than mathematics and with elementary students affected more than secondary students; (4) smaller classes had no effect on students' self-concept, behavior, level of motivation, work habits, or interpersonal skills; (5) Directors supported mixing students with different disabilities in the same class while teachers did not; (6) mixing students with different disabilities had no effect on academic achievement, motivation, self-concept, work habits, or interpersonal skills; and (7) most Directors support noncategorical placement and integration into regular education. Appendices provide copies of the survey forms and various program administration materials. (JDD)

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Special Education Program Standards Study
Commonwealth of Virginia
Final Technical Report

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August 25, 1993

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But, of course, the biggest thanks for this project go to the Directors and Teachers who freely contributed their time to answer our questions.

Final Report (Executive Summary)

PROJECT OVERVIEW

Like all states, Virginia establishes policies which guide its special education programs. These polices are communicated, in part, through standards for service delivery.

This study investigates current Virginia Special Education Program Standards, this includes standards for student-teacher ratios (class size) and categorical placement of students with disabilities (class mix).

In specific, this research project gathered information about:

- the local application of the Standards for class size;
- the local application of the Standards for class mix;
- the effect of varying the application on what teachers 'do' with students with disabilities;
- the effect of varying class size and class mix on students outcomes.

A two phase research model was used:

- Phase I included site visits to three local education agencies (LEAs) to gather in-depth information through interviews, document reviews, and observations; this phase was conducted in the Spring of 1992.

- Phase II included surveys to all Directors of Special Education (conducted during the fall of 1992); and surveys to over 1,000 randomly selected special education teachers (EMR, SED, and SED). Teacher surveys were sent twice, in the fall of 1992 and the spring of 1993.

The project was a collaborative study between the Virginia Department of Education and the Institute for the Study of Exceptionalities at Virginia Polytechnic Institute and State University.

The project was funded by the U.S. Department of Education, Washington, DC (award number N159A10002) and the Virginia Department of Education.

PHASE I

PURPOSE AND DESIGN

- The purpose of phase one was to assist in generating hypotheses to be verified in phase two and to provide some preliminary answers to the research questions using multiple methods.

- The design of phase one was exploratory in nature with two stages; stage 1 involved an analysis of waiver data, and a literature review of the influences of class size and class mix on students with disabilities educational outcomes; stage 2 involved making three site visits to LEAs with waivers to gather waiver data.

METHOD

- Literature Review.

- Data analysis procedures employed with waiver data and site visit data: case studies, nonparametric sign tests, content analysis, descriptive statistics, correlational, factor analysis, crosstabs, validity and reliability assessments, and t-tests.

- Three site visits took place in three LEAs.

  - LEAs were randomly selected to be involved in phase one; these LEAs had waivered (classes out of compliance with State Standards) and non-waivered classroom (classes in compliance with State Standards) that were investigated.

  - Specially trained volunteers, from the Projects' stakeholder group, collected qualitative and quantitative information in the selected LEAs.

  - Data gathering techniques used included: structured interviews (directors of special education, school principals, special and general education teachers, parents, and students with disabilities), classroom observations, complete record reviews, and teacher surveys.

PHASE I STAGE 1 FINDINGS

VIRGINIA PRACTICE

The Commonwealth of Virginia operates a categorical special education system and establishes maximum class size limits for students with disabilities. At times, LEAs have difficulty meeting the Standards for Special Education Programs; LEAs can apply for waivers of these standards when they are not able to met these requirements. Waiver data that the Commonwealth gathered from September 1, 1991 to January 9, 1992 was analyzed. It was concluded that:

- 165 program standards waivers were requested; 88% of the waiver request were approved.
- Waivers are operating in 35% of the LEAs in Virginia.
- Waivers tend to be requested by smaller rural or suburban LEAs.
- Most waivers for class size are in self-contained programs.
    - The remaining waivers involve either resource or departmentalized programs.
    - The majority of these waivers were for exceeding class size and mixing students with disabilities in the same classroom.
- There is a myriad of waivers for combinations of instructional grouping practices.
    - EMR students are grouped with SLD and TMR students.
    - TMR students are grouped with EMR students.
    - SLD students are grouped with SED and EMR students.
    - SED students are grouped with SLD and EMR students.

CONCLUSIONS:

- There is sufficient evidence available to warrant a thorough investigation of current Commonwealth practice in regard to class size and class mix practices.
- All Directors of Special Education should be surveyed about the Standards for Special Education Programs before any modifications are made.

PHASE I STAGE 1 FINDINGS

LITERATURE REVIEW

A systematic review of research literature on the influence of class size and class mix on special education students' outcomes was conducted; it was concluded that:

- The literature is full of articles based on common wisdom, individual's thoughts, and organizational belief statements; since the 1950's this topic has been of interest in public education with over 250 separate studies available for review.
    - Much of research that exist is speculative, confusing, and controversial (e.g., Glass and Smith; Educational Research Services, etc.) making it difficult, if not impossible, to generalize research findings into practice. It is possible to find research that favor small classes, favor large classes, or are inconclusive (Robinson et al., 1986).
    - Some studies suggest that reducing class size alone will not bring about increases in academic achievement (ERS, 1978); that smaller classes are better for socially or economically disadvantaged students if they stay in these classes for at least two years; that student behavior (ISDPI, 1983) and attention improves (Filby et al., 1980) in smaller classes; and decreasing class size has an effect on the classroom environment (Smith et al., 1979).
    - Teachers believe that smaller classes will improve students attitudes, learning, motivation and achievement (NEA, 1975); they believe that smaller classes will help them do a better job (Filby et al, 1980); and they believe teacher morale increases in smaller classes.
    - Although some states (Tennessee and Indiana) have attempted to experiment with lowering class sizes during primary school years, the results are mixed. Smaller classes benefit students in the first few grades, but the effects disappear when student return to traditional classes. Data is not available to know if these positive effects would continue if small class sizes were continued.
    - Grouping students for instructional purposes (class mix) literature appears to be based on two different philosophical premises (homogenous vs heterogeneous student grouping). Various stakeholder groups favor each position; research results are not conclusive.
- The field of special education, with the exception of a few preliminary investigations (Ysseldyke et al., 1985), lacks a body of literature that provides an understanding of how these factors influence the achievement of special education students; it relies on research conducted on general education students.

LITERATURE REVIEW CONCLUSIONS

Based on the literature review, this Project should consider the following:

- Use a non-experimental research design to investigate the influence of class size and class mix for students with disabilities.
- A large group of randomly selected teachers should participate in phase two of the project; the sample should be representative of special education (EMR, SED, and SLD) teachers in the Commonwealth.
- The research should control (take into account) important background variables of teachers (age, degree, experience, etc.) and students.
- Academic (reading, math, science, social studies) and non-academic (self concept, motivation, educational aspiration, etc.) indicators of academic achievement should be investigated.
- Teaching methods used with students with disabilities needs to be studied.
- The ideas of leaders in the field (Directors of Special Education) about what should be considered a manageable class size and about mixing students with disabilities at various grade levels should be investigated.
- Teachers should be asked directly about mixing students with disabilities and what is a manageable class size.
- This part of the Project should focus specifically on students with EMR, SED, and SLD; the grade focus should be K-12.

PHASE I STAGE 2: GENERAL FINDINGS

Phase one results should be viewed with caution; the sample from which the data was drawn was small and may not be representative of LEAs in the Commonwealth.

CLASS SIZE RESULTS

- Student achievement is affected by class size; the larger the special education class size, the lower the academic achievement in reading, math, and social studies.
- Science achievement does not appear to be influenced by class size.
- Students with higher cognitive ability do better than students with lower cognitive ability no matter what the size of the class they are in.
- Class size results hold true for EMR and SLD students.
- There were not enough SED students in the sample from which to draw conclusions.

CLASS MIXING RESULTS

- Students in single disability classes (not mixed) appear to have higher reading, math, and social studies achievement than students who are mixed with other disabilities.
- Science achievement does not appear to be influenced by class mix.

WAIVERED VS. NONWAIVERED CLASSES

- Students in non-waivered classes appear to be better behaved and make more progress toward their IEP goals than students who are in waivered classes.
- No significant difference was found between waivered and non-waivered students in: self concept, motivation level, time on task, educational aspirations, comfort in special education, awareness of special education placement, or teaching methods.
- Students with higher cognitive ability do better than students with lower cognitive ability no matter what the class mix they are in.

PHASE I STAGE 2: METHODICAL FINDINGS

- Special education teachers' estimates of students' academic achievement is highly correlated with students actual achievement.
- Special education teachers provide valid estimates of students' academic motivation, behavior, self-concepts, and other non-academic student characteristics.
- Special education teachers' ratings of students were significantly more valid with actual achievement than were parents', general education teachers', and students' self-report.
    - Parents provided information that was consistent with, and in many ways redundant with, that provided by special education teachers.
    - General education teachers were less able to provide useful information about students, perhaps they do not know the students as well as special education teachers and parents.
    - Students' responses were clouded by the great variability in students' ability to understand the interview questions.

PHASE II METHOD

Phase two of the project was designed to test the hypotheses developed in Phase one.

- Phase Two concentrated on students with high incidence disabilities: students with educable mental retardation (EMR), severe emotional disturbance (SED), and specific learning disabilities (SLD).

- Three mail surveys were developed, field-tested, and administered. One survey was mailed to Directors of Special Education in Fall, 1992. Two surveys were mailed to Special Education Teachers, one in Fall, 1992, and one in Spring, 1993.

DIRECTORS OF SPECIAL EDUCATION SURVEY

- Surveys were sent to all Directors of Special Education in the Commonwealth. Ninety-four percent completed and returned their surveys.

- Directors' surveys asked about their and their LEAs characteristics, their opinions about current and possible future Commonwealth Special Education Program Standards, about manageable class sizes and the effects of mixing students with different disabilities.

SPECIAL EDUCATION TEACHERS, FALL SURVEY

- Personnel data tapes from the Department of Education were used to select at random 1,200 teachers of students with EMR, SED, and SLD. The data tapes were a year old, so that some of the teachers listed were no longer employed or no longer qualified for participation in the study.

- Surveys were mailed to teachers who qualified for participation in the study. Eighty percent of those teachers completed and returned the survey.

- The Fall survey asked about the time teachers spent in various activities, the teaching methods they used, and how their day was structured. Teachers were also asked what would be a manageable class size and the effects of mixing students with different disabilities in the same classroom.

- Teachers were asked to provide a list of students on their class roster for use in the Spring survey.

- A (20%) sample of Teachers who did not return their surveys were contacted by phone to determine their reasons for not participating. Common reasons for nonparticipation were:
  - lack of time
  - concerns about confidentiality
  - told by supervisor not to participate.

SPECIAL EDUCATION TEACHERS, SPRING SURVEY

- One student was selected, at random, from each Teacher's class roster. In Spring, 1993, each Teacher who completed the Fall survey was mailed another survey requesting information about the selected student.

- Ninety-three percent of teachers completed and returned the Spring survey.

- The spring survey asked for information about the student selected from the class roster. Requested information included:
  - background information about the student
  - information about the student's current academic performance
  - non-academic indicators of student progress, such as student's level of motivation, work habits, self-concept, behavior, and interpersonal skills.

ANALYSIS

- A variety of methods were used in the analysis of the data, including, frequency distributions, descriptive statistics, crosstabs, analysis of variance, factor analysis, and structural equations analysis.

PHASE II FINDINGS: EFFECTS OF CLASS SIZE

DIRECTORS' AND TEACHERS' RESPONSES

Directors of Special Education and Teachers of Special Education across the Commonwealth were surveyed and asked to report what they considered to be a manageable class size for various age levels and disabilities. Their recommendations were compared to current Commonwealth Standards.

- Directors and Teachers consistently recommended smaller resource classes than current Standards allow.
- Teachers recommend smaller Departmentalized classes than current standards allow. Directors believe that students with SED need smaller Departmentalized classes, but believe that current standards for students with EMR and SLD are appropriate.
- Teachers believe that the current, temporary standards for EMR students in self-contained classes without paraprofessionals allow for manageable classes.
- Teachers do not believe the addition of a paraprofessional to the classroom should result in a large increase in class size. In other words, Teacher beliefs about manageable class sizes with paraprofessionals were not much larger than class sizes without paraprofessionals.

PHASE II FINDINGS: EFFECTS OF CLASS SIZE CONT.

EFFECTS OF CLASS SIZE ON STUDENT PROGRESS

The effect of larger versus smaller classes on a variety of academic and affective indicators of student progress were examined. The achievement and other characteristics of students in small classes were compared to those of students in large classes.

EFFECTS ON ACADEMIC ACHIEVEMENT

- Students in larger classes achieved at a lower level than students in lower classes.
- Reading achievement was more affected by class size than was Mathematics achievement.
- Elementary students were more adversely affected by larger classes than were secondary students.
- Class size affected EMR, SED, and SLD students in the same fashion; class size effects were the same for students in self-contained and resource settings.

EFFECTS ON AFFECTIVE, PERSONAL, AND SOCIAL INDICATORS

- Smaller classes had no discernable effect on students' self-concept, behavior, level of motivation, work habits, or interpersonal skills.

EFFECTS OF CLASS SIZE ON TEACHING METHODS

- Teachers reported their frequency of use of a variety of teaching methods, and the effects of class size on the use of methods was examined. A major purpose of special education is to provide more individualized instruction than can be provided in other settings. Special education teachers, therefore, need to use a variety of methods in their teaching.
    - Teachers of large classes used an equal variety of teaching methods as did teachers in small classes.
    - Class size did affect the use of large group instruction. Teachers in large classes used considerably more large group instruction than did teachers in smaller classes.
    - The effect for class size on the use of large group instruction was considerably stronger at the elementary than the secondary level.

PHASE II FINDINGS:
EFFECTS OF CLASS MIX

DIRECTORS' AND TEACHERS' RESPONSES

Directors of Special Education and Special Education Teachers were asked whether students with different disabilities (EMR, SED, SLD) should be taught together (mixed) or separately. They were also asked about the probable effects of mixed classes.

- Directors of Special Education and Special Education Teachers did not agree about the effects of mixing students with disabilities.

DIRECTORS OF SPECIAL EDUCATION

- Support mixing students with different disabilities in the same class.
- Believe that both students with EMR and students with SED can be instructed along with student with SLD.
- Believe that mixing EMR, SED, and SLD students will neither benefit nor harm the quality of instruction students receive.
- Believe that mixing will help improve EMR students' self-esteem.
- Believe that parents of students with SLD would dislike having their children mixed with students with other disabilities.

SPECIAL EDUCATION TEACHERS

- Do not support mixing students with disabilities in the same class. Neither EMR, SED, nor SLD teachers believe students with different disabilities should be mixed in the same class.
- Even teachers who currently teach mixed classes do not support the mixing of student with different disabilities in the same class.
- Believe that mixing will decrease the quality of instruction EMR, SED, and SLD student receive.
- Believe that mixing will decrease students' self-esteem.
- Believe that parents of students with disabilities would dislike having their children mixed with students with other disabilities. They believe that parents of students with learning disabilities would object the most.

PHASE II FINDINGS: EFFECTS OF CLASS MIX CONT.

EFFECTS OF MIXED CLASSES ON VARIOUS INDICATORS OF STUDENT PROGRESS

The achievement, motivation, aspirations, self-concept, etc. of students in mixed classes were compared to those of students in similar, but non-mixed classes.

- Mixing students with different disabilities in the same class had no discernable effect on students' academic achievement.
- Mixing students with different disabilities had no discernable effect on their levels of motivation, self-concept, work habits, or interpersonal skills.

EFFECTS OF MIXED CLASSES ON TEACHING METHODS

- Teachers in non-mixed classes used a larger variety of teaching methods than did teachers in mixed classes.
- This effect of mixing on teaching methods was especially strong at the elementary level. Elementary special education teachers used considerably fewer methods in mixed than in non-mixed classes.
- Teachers in mixed secondary classes use more large-group instruction than do secondary teachers in non-mixed classes.

PHASE II FINDINGS: DIRECTORS OF SPECIAL EDUCATION

All Directors of Special Education in the Commonwealth were surveyed in Fall, 1992; 94% completed and returned the survey.

BACKGROUND

- Directors had served an average of 6 ½ years in their current positions. Their average age was 44 years.
- Most Directors had a Master's degree; 21% held a Doctorate.
- Eighty-seven percent of Directors categorized their LEA as rural.
- Directors reported having from 40 to over 18,000 special education students in their LEA. The average was 921 students.

OPINIONS ABOUT SPECIAL EDUCATION STANDARDS

- Directors have concerns about the standards in their current form. Forty-two percent believe the standards are good; 58% disagree.
- Directors overwhelmingly agreed that the Commonwealth standards should allow alternatives to the program models now available.
- If the Standards allowed for alternative programs, almost all Directors said they would seek teacher and parent input in developing those programs.
- Most Directors of Special Education would like the Commonwealth to develop standards to allow for non-categorical placement and integration into regular education. Other models of service delivery were also supported.

PHASE II FINDINGS:
SPECIAL EDUCATION TEACHERS

Over 1,000 Teachers of students with EMR, SED, and SLD were surveyed. Seventy-five percent of Teachers surveyed completed the first survey (Fall, 1992).

BACKGROUND AND ACTIVITIES

- Teachers surveyed had worked an average of 6 ½ years in their current jobs, and had worked an average of 11 years in the field of special education.
- Almost half the teachers had a bachelor's degree as their highest degree. Another 49% had master's degree.
- Thirty-seven percent of teachers were listed on state personnel reports as serving primarily students with EMR. Twenty-nine percent were teachers of SED, and 35 % teachers of SLD.
- Even though most teachers were listed as serving primarily one disability or another, many were responsible for the instruction of students with other types of disabilities. Sixty-four percent of teachers served only one disability; 36% served two or more.
- A self-contained setting was the most common for the teachers surveyed (47%). Nineteen percent reported working in a resource model, while 18% reported using a combination of methods.

TIME SPENT ON ACTIVITIES

- Teachers reported that they spent an average of 19 hours a week in direct teaching during school hours.
- They reported that they spent an average of 10 ½ hours per week during school hours on other activities, including testing (2 hours), preparation and planning (3 ½), attending meetings (1), paper work (1), and other school duties (3).
- Teachers also reported spending approximately 13 hours per week on these same activities before or after school hours. Chief among them were preparing and planning for classes (5 ½) and paperwork (3).

PHASE II FINDINGS:
SPECIAL EDUCATION TEACHERS CONT.

TEACHING METHODS

- Small group instruction was the most common instructional method used by teachers. Ninety one percent reported using the method once a day or more.
- Cooperative learning, large group instruction, and independent work were also methods used often by most teachers.
- Computer-assisted instruction, activity centers, and cooperative teaching with other teachers were less common methods. Still, 47% reported using computer-assisted instruction once or more per day.

TEACHERS' AVERAGE WORK DAY

- Teachers worked with an average of 7 students per hour.
- The range was considerable, however. Ten percent of teachers averaged fewer than 4 students per hour. Another 10% averaged 11 or more pupils per hour.
- Those 7 students were generally split into 2 instructional groups.
- Most teachers were assisted by another adult (paraprofessional or volunteer) at least part of the day.

TEACHERS' CLASS ROSTERS

- Teachers class rosters showed that they were responsible for an average of 14 students with disabilities.
- The range of students on teachers' rosters was from 2 students to 44 students.

PHASE II FINDINGS: SPECIAL EDUCATION STUDENTS

Teachers who completed the Fall survey were resurveyed in the Spring. They were asked to provide information about one student from their class roster. That student was selected at random by the researchers.

BACKGROUND

- Information was collected on approximately 722 students from across the Commonwealth. Eighty-eight percent of teachers who completed the Fall survey provided information about their students.
- Boys made up 70% of the students in these special education programs. Most students in EMR, SED, and SLD classes were white.
- Most students lived with their mother, but less than half lived with their fathers.

STUDENT PERFORMANCE

- As might be expected, students' achievement varied widely. Many students achieved well below average for their age and grade level, but some achieved well above the average.
- Across the entire sample, the average reading level was close to the fourth grade level. Mathematics, Writing, Social Studies, and Science were at a similar level.
- Students like special education assistance, and get along well with their teachers.
- Teachers believe that the vast majority (89%) of the students they serve need special education services. Most students, however, are unaware of their disability.
- These special education students are very distractible. They perform below their ability level, rush through work, and rarely complete homework. They tend to be unmotivated, with low educational aspirations. Many have relatively low self-esteem.
- According to teachers, few of these students' parents are involved in school activities.
- Despite these problems, most of the students are about as well-behaved as non-disabled students, and get along with other students.

PROJECT BACKGROUND, PURPOSE, AND ORGANIZATION

Project Background

The Commonwealth of Virginia, Virginia Department of Education (VDOE), Adolescent Student Services/Special Education, in Richmond, Virginia received funding from the U.S. Department of Education, Washington DC (N159A10002) to conduct a research project titled "Handicapped Special Studies Program: Special Eduction Program Standards Study of Class Size and Combining Students with Various Disabilities". This grant was funded to operate from December 1, 1991 to August 31, 1993. VDOE contracted with Dr. Timothy Keith, Dr. Jimmie Fortune, and Dr. Patricia Keith, through Virginia Polytechnic Institute and State University's Institute for the Study of Exceptionalities to complete the major portion of the research project.

Like all states, Virginia establishes policies which guide its special education programs. These polices are communicated, in part, through Standards for service delivery. The Virginia Special Education Program Standards that were operational during the time of this research project are found in Appendix A. These Standards describe the maximum number of students special education teachers can have on their class load, along with the conditions under which children with different disabilities can be instructed together.

Furthermore, Virginia's special education service delivery system is based on the categorical placement of students with disabilities; students are grouped with other students who have the same disability for special education instructional times. Special education teachers must be certified in the special education category of the students that they teach.

Purpose

This study investigated current Virginia Special Education Program Standards, including standards for student-teacher ratios (class size) and categorical placement of students with disabilities (class mix).

In specific, this research project gathered information about:

- the local application of the Standards for class size;
- the local application of the Standards for class mix;
- the effect of varying the application on what teachers 'do' with students with disabilities;
- the effect of varying class size and class mix on students outcomes.

Project Organization

An 18 month contract was establish with Virginia Polytechnic Institute and State University's Institute for the Study of Exceptionalities to design and conduct the research project. Drs. Timothy Z. Keith and Jimmie C. Fortune served as Principal Investigators, while Dr. Patricia B. Keith was Research Project Director.

The Department of Education established at the start of the project a steering committee (12 member panel) and a state-wide stakeholder advisory group (over 81 members). The Department directed these groups; Drs. Timothy Keith and Patricia Keith served on the steering committee and were frequently asked to make presentations to the stakeholder group.

Project Staff

During the project Dr. Timothy Keith was responsible for the research design, sampling design, analysis of all data, the technical adequacy of the surveys, presentations to the steering and focus groups, and the writing of reports.

Dr. Jimmie Fortune was responsible for technical advising concerning the development of all surveys, the teacher contract, return rates, survey follow-up procedures (written and phone), and grant and budget procedures.

Dr. Patricia Keith was responsible for the research project on a day-to-day basis. Her responsibilities included: developing a stakeholder training unit for Phase One; developing and piloting all written data gathering forms and surveys; hiring, training, and supervising all graduate assistants; developing survey monitoring and data entry procedures; analyzing all data under the direction of Dr. Tim Keith; and writing and submitting all required reports to the State, with Dr. Tim Keith.

The project employed a number of graduate students; without the assistance of these research team members the project could have not been completed. These research assistants contributed much to the project with their ideas, and hard work. They performed many tasks: field site-visit data gathering, mailing out surveys, monitoring all mail survey returns, data entry, data verification, and phone survey work. They also assisted in all other aspects of the project, including the preparation of reports, analysis of data, participation in Stakeholder meetings, and other tasks too numerous to mention. Graduate Assistants and others who worked on the project were:

> Walter Denning, Dianne Young, Melinda Cumbow, Catherine Childress, Michelle Connoley, Than Than Zinn, PhD (consultant), Sandra Dill, Lisa Covington, and Karen Seeber.

We are grateful for their assistance.

RESEARCH DESIGN

Overview

A two phase research model was used:

- Phase I included an analysis of existing state data concerning waivers for program standards along with site visits to three local education agencies (LEAs) to gather in-depth information through interviews, document reviews, and observations; this phase was conducted in the Spring of 1992.
- Phase II included surveys to all Directors of Special Education (conducted during the fall of 1992); and surveys to over 1,000 randomly selected special education teachers (EMR, SED, and SED). Teacher surveys were sent twice, in the fall of 1992 and the spring of 1993.

The research design for the Virginia Special Education Class Mix & Class Size Study (Study) was designed to provide data that would inform the Commonwealth's future decisions about class size and mix in special education classes. The study was divided into two phases (and three stages) of data collection and analysis; these stages provided complimentary data, with each stage building on the previous. At the same time, some of the questions addressed by this study were better answered during one stage than the others.

The research design was planned to be responsive to the needs of decision-makers and stakeholders, to changes necessitated by ongoing findings, and to changes in the context in which the study was conducted. It was also developmental in nature. But the design also remained objective in the collection of data and provided information pertinent to the original purpose of the study. In developing the research design we first focused on the general research and evaluation questions as proposed in the original Federal proposal ("Program standards study proposed evaluation questions"); we promised to address these questions. We also incorporated many of the sub-questions from that proposal, from the steering team's expansion of those original questions, and from suggestions from the steering and stakeholder groups. The design was flexible enough to incorporate, as needed, additional questions generated from preliminary data and from the steering committee and stakeholders.

Conceptual Basis of the Design

The primary research tasks of the two phases of the project were:

Phase One

Stage 1: Program Description through analysis of waiver data.
Review of Literature.

Stage 2: Site Visits.

Phase Two: Statewide Surveys of Teachers and Directors of Special

Education.

Although both phases of the project were designed to inform decisions about the effects of class size and class mix, the study necessarily and properly concentrated on exploration and hypothesis generation at the beginning and shifted toward hypothesis testing and explanation as the study progressed. As illustrated in Figure 1, the Site Visits provided a mix of hypothesis generation and hypothesis testing; we collected data for subsequent analysis and to explore a variety of possible avenues of data collection.

Phase One

Stage 1

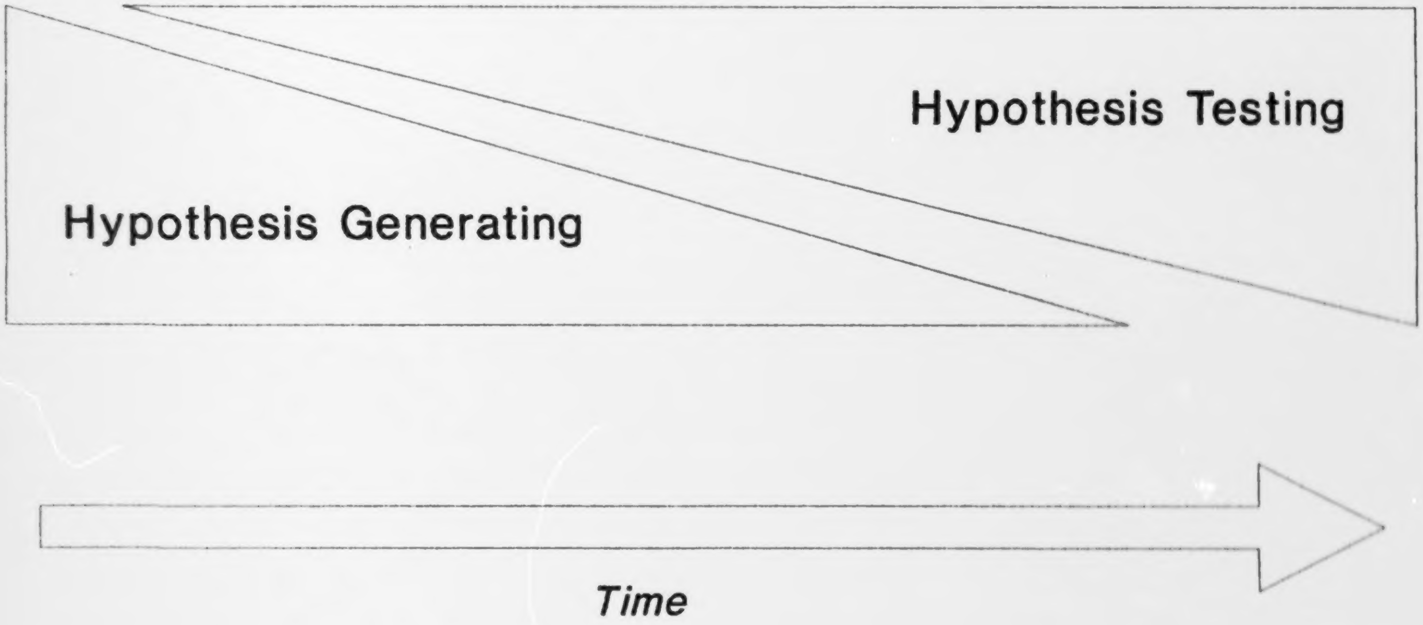
Phase One, Stage 1, as described here, roughly corresponded to the Start-Up Phase of the project proposal. The primary data collection and analysis task of stage 1 was to provide a description of what existed at that time. Toward this end, we conducted descriptive analyses of extant waiver data and student outcome indicators provided by the Virginia Department of Education. Although the VDOE has standards concerning class sizes for different disabilities and the categorical placement of children with disabilities (in general, cross-categorical placement is only allowed for students in resource settings), LEA's can request a waiver from those standards. Means, percentages, and cross tabulations, generally presented in graphic form, helped provide answers to the first evaluation question: How can the local application of the Standards be described? These analyses also served to inform decisions on the types of data that needed to be collected in Stage 2.

Focus of Research Design for Three Stages of the Class Mix & Class Size Study

Stage 1
Waiver Data
Lit. Review

Stage 2
Site Visits

Stage 3
Survey



Hypothesis Testing

Hypothesis Generating

Time

Concurrently, a literature review was conducted concerning the effects of class size and mix on special education student outcomes, and to a lesser extent, general student outcomes. The focus of the literature review was to determine what is now known about these effects, and to examine instruments, interviews, and surveys that others have used to address these questions.

Stage 2

The primary research task of stage 2 was the gathering of field data through site visits. This included preparing for, conducting, and analyzing data following the visits. This stage of the study was complex from both an administrative and a research standpoint. Many people were involved in this data collection effort; we were determined to collect data that was useful for both hypothesis generation and hypothesis testing.

Three regular site visits were conducted in three LEA's. Site selection was based on the waiver history of the LEA's, along with their geographic location in the Commonwealth. LEA's were eligible for participation if they had elementary, middle, or high school classes containing students with EMR, SED, SLD, or TMR that had waivers for either class size or class mix. At least two waivered classes (at more than one level or two different kinds of waivers) were sought, as were comparable, un-waivered classes within each site. Once a list of possible sites was generated, sites, along with possible alternatives, were selected at random from each of three geographically-based regional study groups in the Commonwealth. Permission was sought for site-team visits in each selected LEA. One site did not grant permission, and an alternate was used.

A fourth, preschool site was chosen to allow examination of several innovative, but waivered, preschool classes. These data are not included in most of the data analyses that follow, however.

Data gathering instruments were developed for interviews of directors of special education, special education teachers, school principals, general education teachers, students in the classes, and parents of those students. In addition, data collection forms were developed to collect observational data in each class and from students' cumulative records. Special education teachers also completed a survey about each student in their class prior to each site visit. All instruments were field tested in a fifth LEA and modifications made to those forms before their use. Drs. Tim and Patricia Keith trained volunteers from the projects' stakeholder group to collect the quantitative and qualitative data from each selected LEA. Data collection instruments and site-team training information are included in Appendix B.

Data analysis procedures employed with waiver data and site visit data included case studies, nonparametric sign tests, content analysis, descriptive statistics, correlational, factor analysis, crosstabs, validity and reliability assessments, and t-tests.

Phase Two

Phase two of the project was designed to test the hypotheses developed in phase one. The primary research tasks of stage 3 of the study was to develop, conduct, and analyze statewide surveys. The contents and participants of the surveys depended heavily on the results of phase one of the project.

Phase Two concentrated on students with high incidence disabilities: students with educable mental retardation (EMR), severe emotional disturbance (SED), and specific learning disabilities (SLD). Three mail surveys were developed, field-tested, and administered. One survey was mailed to Directors of Special Education in Fall, 1992. Two surveys were mailed to Special Education Teachers, one in Fall, 1992, and one in Spring, 1993.

Directors of Special Education Survey

In early fall, 1992, a six page mail survey was developed and field tested to collect attitudes about class size, class mix, and VDOE standards from Directors of Special Education. Surveys were mailed to all Directors of Special Education in the Commonwealth on October 9, 1992. Numerous follow-ups were used (see Table 1). The follow-ups were quite effective; ninety-four percent of Directors completed and returned their surveys by the end of 1992.

Table 1. Follow-Up Efforts for Directors Survey.

Date	Nature of Follow-Up
October 9	Survey and letter sent
October 23	Reminder postcard
November 4	Reminder letter
November 17	Reminder letter
November 20	Survey re-sent with reminder letter
November 20	Letter from Joseph Spagnolo, Superintendent of Public Instruction, encouraging participation on the survey
November 30	Survey re-sent with reminder letter
December 11	Letter asking directors to encourage their teachers to participate in the Teachers Survey. Copy of Memo from Superintendent Spagnolo encouraging participation.
April 27	Thank you letter

Directors' surveys asked about LEA characteristics, directors' opinions about current and possible future Commonwealth Special Education Program Standards, manageable class sizes, and the effects of mixing students with different disabilities. Also included was a list of teachers that had been selected from their LEA; they were asked to inform us if any of those teachers was no longer eligible for participation in the teacher survey. Appendix C contains the Director's survey and copies of follow-up letters.

Special Education Teachers Fall Survey

Personnel data tapes from the Department of Education were used to select at random 1,200 teachers of students with EMR, SED, and SLD. The data tapes were a year old, so that some of the teachers listed were no longer employed or no longer qualified for participation in the study. Several methods were used to determine whether teachers no longer were qualified to participate in the study. First, special education directors were asked to survey a list of teachers selected from their LEA and note which teachers had left the LEA, or who no longer taught in appropriate special education classes. Such teachers were removed from the population. A number of Directors did not return the lists of teachers or did not return them before the Fall teacher survey was mailed, so that when 1065 surveys were mailed on November 25, some were mailed to teachers who no longer qualified for the study. We were able to disqualify a number of teachers who returned the survey (78) based on their responses (e.g., they indicated that they no longer taught in a special education classroom), but it was unknown how many teachers who did not respond to the survey or who indicated they were no longer interested actually no longer qualified. Thirty percent of teachers who wrote back that they were no longer interested were contacted by telephone and asked portions of the survey; of those, 24% no longer qualified for the study. Seventeen percent of the teachers who did not respond to the survey were also contacted; 28% of those teachers no longer qualified. These percentages were used to estimate the total number of nonrepondents/not interesteds who were ineligible to participate, and therefore were no longer a part of the population. From all these data, we estimated the total true eligible population at 904 teachers, and the true return rate for the fall survey to be 79.9%. These data are summarized in Table 2.

Table 2. Response Rate for Fall Teachers Survey.

Original Sample	1,200	1200
Deleted before survey sent because no longer qualify (NLQ)	135	-135
Deleted based on survey responses (NLQ)	78	-78
Surveys completed by qualifying teachers	722	
Wrote back Not Interested (NI)	83	
Number of NI who no longer qualify (estimated from telephone contacts with 25 NI teachers)	20 (24% x 83)	-20
Non-Responders (NR)	225	
Number of NR who no longer qualify (estimated from telephone contacts with 39 NR teachers)	63 (28.2% x 225)	-63
Estimated True Population		904
Estimated True Return Rate	722 returned/904 population =	79.9%

The 80% response rate was again accomplished through a series of follow-up letters, remailing of surveys, and postcards. These contacts are summarized in Table 3; copies of the letters are contained in Appendix D.

The response rate was also undoubtedly increased by the Commonwealth's encouragement that teachers be able to use project participation for certification renewal credit.

Table 3. Follow-Up Efforts for Fall Teachers Survey.

Date	Nature of Follow-Up
November 24-25	Introductory letter and survey sent. Letter from John McLaughlin, Chief of Research and Evaluation, VDOE
December 4	Reminder letter
December 10	Reminder postcard
January 15	Reminder letter, addressing concerns about confidentiality expressed by several teachers
January 21	Survey re-sent, reminder letter, letter of support from Superintendent Spagnolo
February 25	reminder letter from Virginia Tech, reminder letter from John McLaughlin and Patricia Abrams, Project Leader, VDOE, Re-sent survey
March 8	Reminder postcard
March 31	Reminder postcard

The Fall survey was a 6-page questionnaire that asked about the time teachers spent in various activities, the teaching methods they used, and how their day was structured. Teachers were also asked what would be a manageable class size and the effects of mixing students with different disabilities in the same classroom. Teachers were asked to provide a list of students on their class roster for use in the Spring survey. Also included was a contract that teachers completed indicating their interest (or non-interest) in participation in the project. A copy of the survey and all follow-up letters are included in Appendix D.

As noted above, a systematic sample of teachers who did not return their surveys (17%, or 39 teachers) and those who indicated they were not interested (30%, or 25 teachers) were contacted by phone to determine their reasons for not participating. Common reasons for nonparticipation were: lack of time, concerns about confidentiality, and told by supervisor not to participate.

Special Education Teachers Spring Survey

One student was selected, at random, from each teacher's class roster that was included as a part the Fall survey. In Spring, 1993, each teacher who completed the Fall survey by March 30 was mailed the Spring survey requesting information about the selected student. Seven hundred five teachers were mailed spring surveys. Nine of those teachers no longer qualified for participation (e.g., they were no longer teaching), for a total of 696 possible spring surveys. Of those, 644 were completed, for a Spring survey return rate of 92.5% (see table 4).

Table 4. Spring Teacher Survey Response Rate.

Fall Teacher Surveys returned by 3/30/93	705	705
Deleted because no longer qualify (NLQ)	9	-9
Surveys completed by qualifying teachers	696	696
Non-Responders (NR)	52	
Return Rate	644 returned/696 population =	92.5%

Again, extensive follow-up procedures were followed to insure maximum participation (Table 5).

Table 5. Follow-Up Efforts for Fall Teachers Survey.

Date	Nature of Follow-Up
March 31	Survey sent, letter from Virginia Tech
April 4	Reminder letter
April 7	Letter of support from Superintendent Spagnolo
April 13 & 14	Reminder postcards
April 27	Re-sent survey with reminder letter. Letter sent to teachers who partially completed survey asking for remaining information.
May 17	Re-sent survey with reminder letter, re-sent missing information letter.
May 27	Reminder postcard
June 7	Reminder postcard
June 8	Sent letter thanking participants and certifying their involvement in the project to allow for renewal credit
June 14	Thank you/certification letter sent to teachers with missing information.

The spring survey asked for information about the student selected from the class roster. Requested information included: background information about the student, information about the student's current academic performance, and non-academic indicators of student progress (e.g., student's level of motivation, work habits, self-concept, behavior, and interpersonal skills). The spring survey along with follow-up letters are included in Appendix E.

The Director's and the Fall and Spring Teacher's surveys were entered onto project computers using SPSS data entry and uploaded to the Virginia Tech mainframe computer for analysis. A variety of methods were used in the analysis of the data, including, frequency distributions, descriptive statistics, crosstabs, analysis of variance, factor analysis, and structural equations analysis.

RESULTS

Phase One

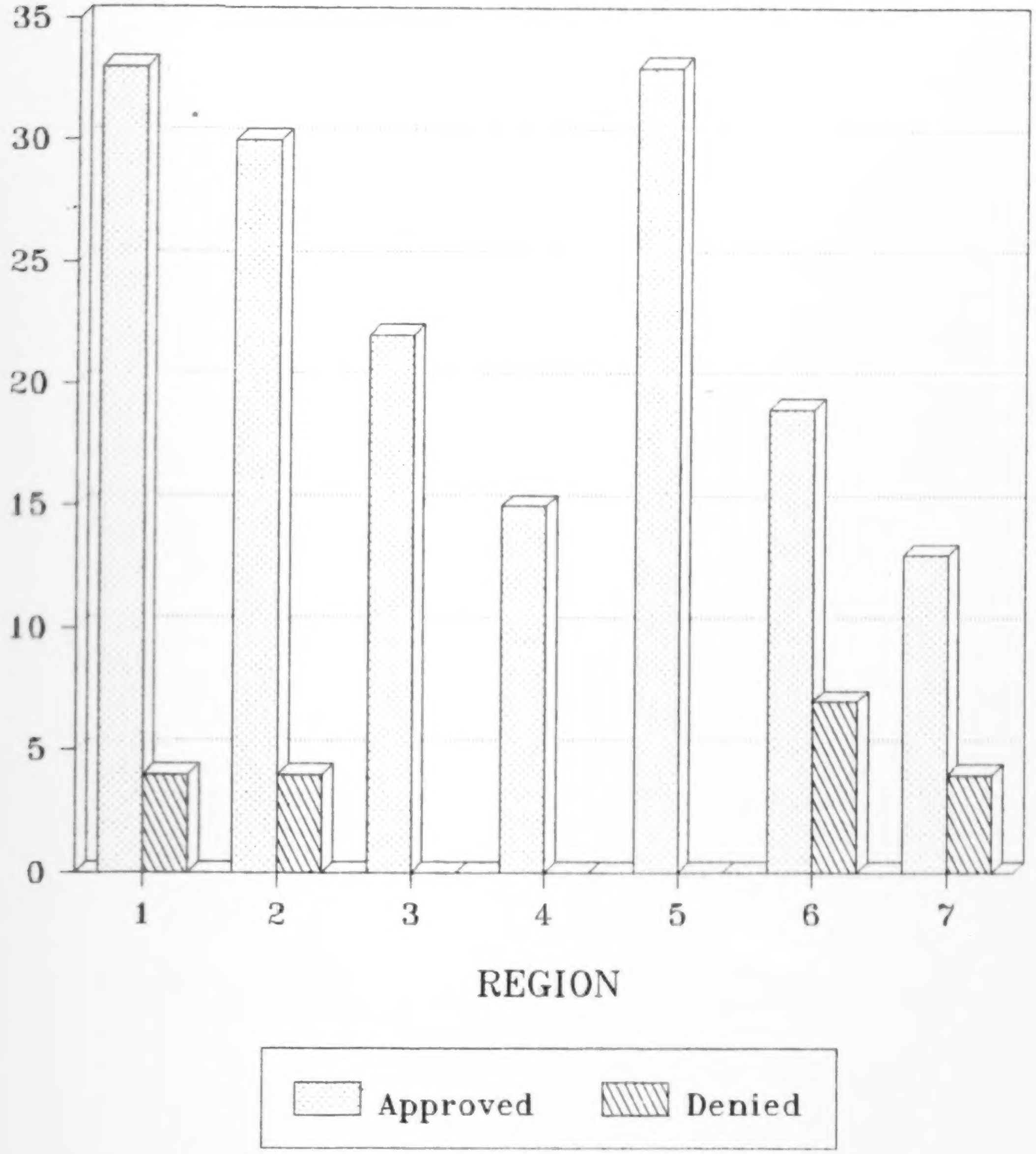
Waiver Data

Virginia, like many other states, has established guidelines regarding the design, implementation, and evaluation of special education programs. Virginia Special Education Program Standards include standards that establish criteria for student-teacher ratios (class size) and categorical placement (class mix). When a local educational authority (LEA), or any other state operated proprietary facilities, operate a program that does not conform with the Commonwealth's standards, it is considered out of compliance with the regulations. However, the Commonwealth has established specific guidelines that enable LEAs to remain in compliance by requesting a waiver of program standards.

We reviewed 177 Program Standards Waiver Request Data Forms (waivers) submitted through January 9, 1992. A number of waiver requests

Number of Waivers submitted by Region

School Year 1991-92



Source: DOE Reports
Waiver Status Report Approved 1/9/92
Waiver Status Report Denied 1/9/92

were incomplete, or a duplication of previous request (n=12), and subsequently were dropped from the analysis. These 12 waiver requests received an Null Code at the DOE, and for statistical reporting were neither "approved" nor "denied". This resulted in a final pool of 165 waiver requests distributed across seven State Superintendent's Advisory Council regions of Virginia (see Figure 2).

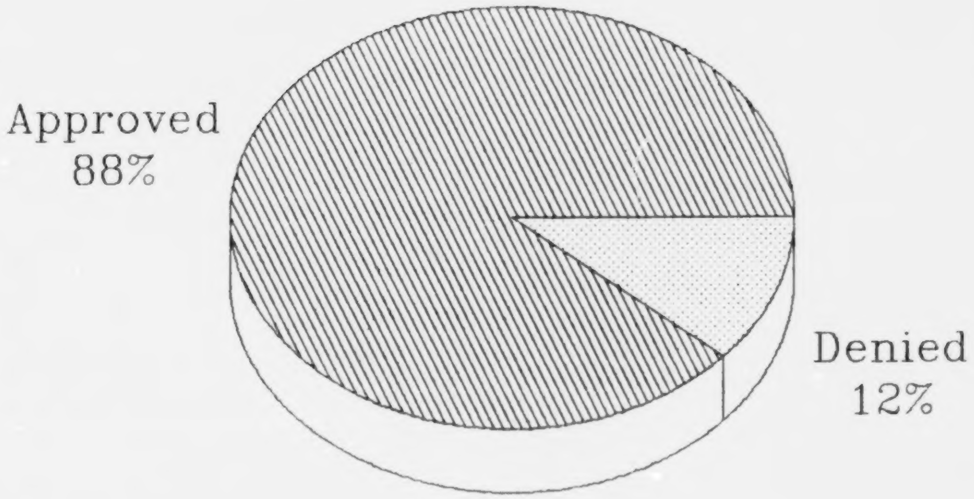
As depicted in Figure 3, of the 165 waiver requests analyzed, 146 requests, or 88.48%, were approved, and 19 requests (11.52%) were denied by the DOE. Approximately half (52.05%, n=76) of the approved waiver requests were to excess class size (class size). The remaining 47.95% (n=70) were to mix students with different disabilities (class mix). These data are shown in Figure 4.

Demographic data collected indicate that waivers are operating in 35% of the LEAs in Virginia, and that most of the waiver requests (85%) come from medium or small LEAs in rural suburban areas (See Figure 5). These LEAs have a special education population of less than 1,000 students (M=314). Only 6% of the waivers are in large districts with a special education population of more than 2,000 students (M=3,696). The remaining 9% of waivers are in the medium sized, suburban districts. Figure 6 shows LEAs with approved waivers for five or more classes during the present school year.

Of the 117,653 students with disabilities that are enrolled in special education programs, 2,874 are assigned to classes that are presently operating with an approved waiver of program standards for class size or class mix. LEAs range from no students involved in waivered classes to

Percentage of Waiver Requests Approved/Denied

School Year 1991–92

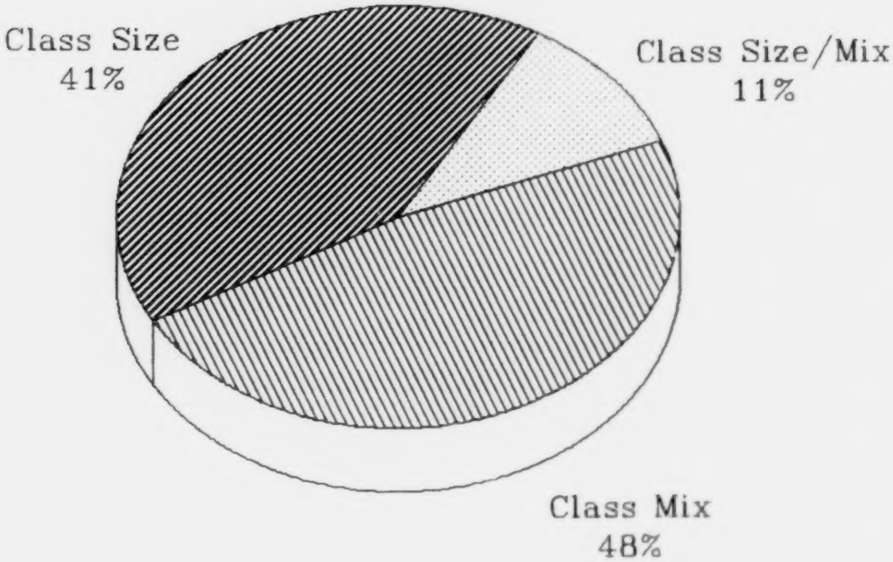


Approved (n = 146)
Denied (n = 19)

Source: DOE Report
Status Summary Report
9 Jan 92

Percentage of Waiver Requests
Class Size/Class Mix

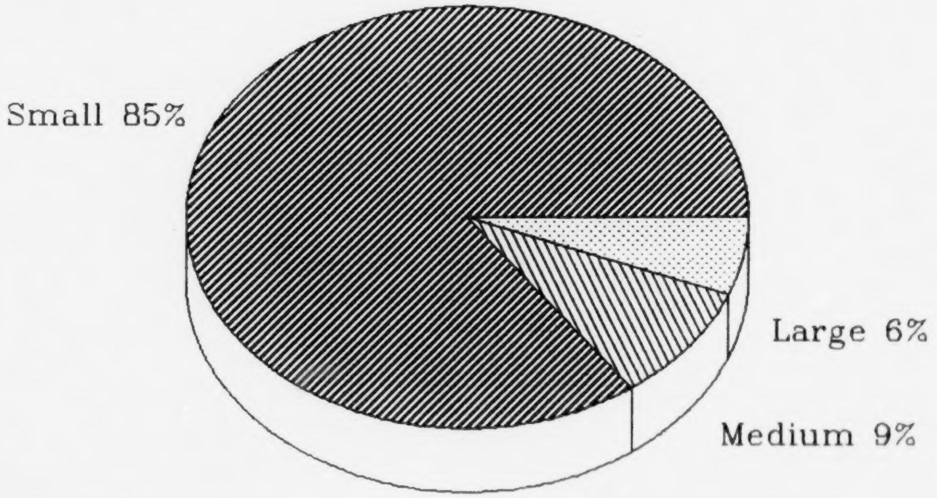
School Year 1991-92



Class Size (n = 61)
Class Mix (n = 70)
Class Size/Mix (n = 16)

Source: DOE Report
Requests for Excess Caseloads
Report (9 Jan 92)

Size of Districts Having Waivers



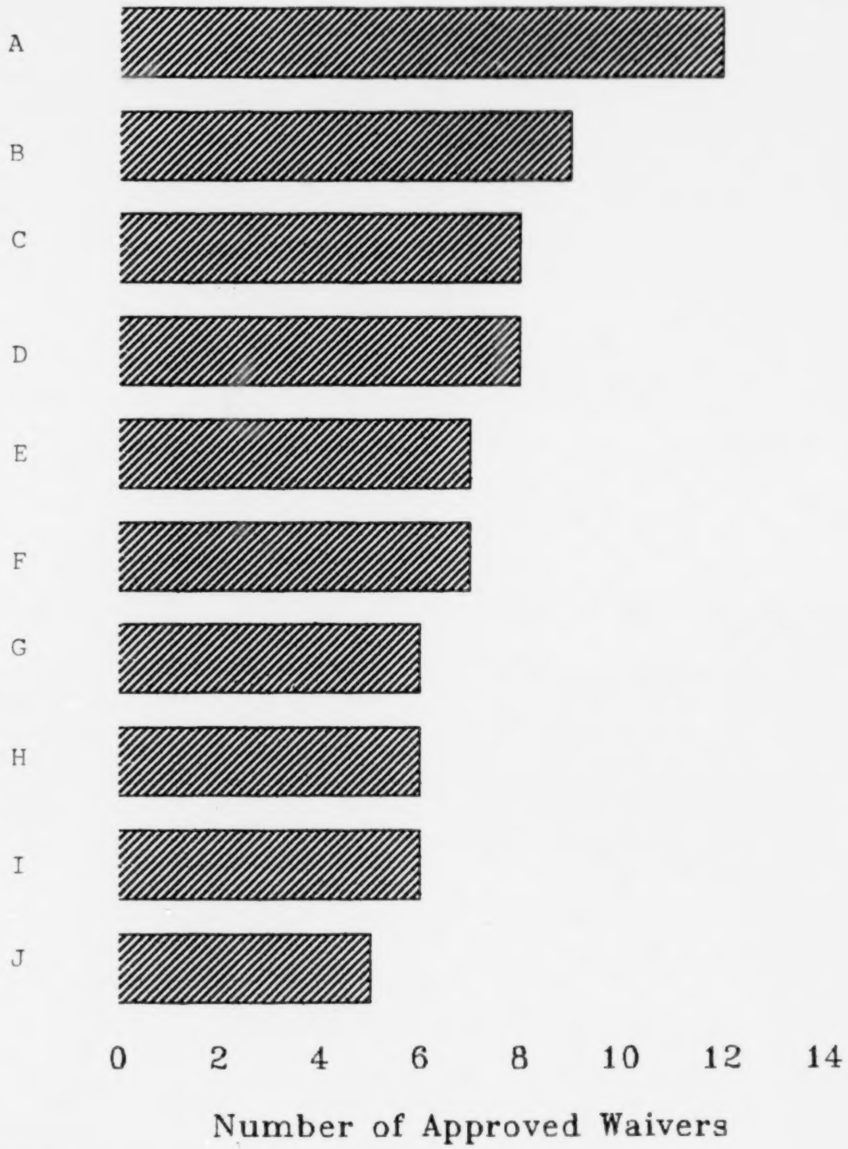
Small LEAs: Less than 1,000 Students in Special Education

Medium LEAs: 1,000–2,000 Students in Special Education

Large LEAs: More than 2,000 Students in Special Education

Source: Child Count Study

LEAs with 5 or More Approved Waivers
School Year 1991-1992



Source: DOE Report
Program Waiver Status Report
Approved 9 Jan 92

76.86% of the special education population assigned to waivered classes (M=2.44%).

Fifty-eight percent of the waivers represent requests from the pre-school and elementary grades, which correspond to the student population in these grades. The remaining 41.78% requests are from the middle and secondary schools (See Figure 7).

Special education teachers have caseload limits that are defined in the Standards. These limits are defined in terms of the student's primary disability category. Secondary disability categories are not a factor in the discussion of waiver requests. Class size waivers are requested most frequently (57%, n=43) for classes of students with Specific Learning Disabilities (SLD). These data are generally consistent with current special education populations (See Figure 8).

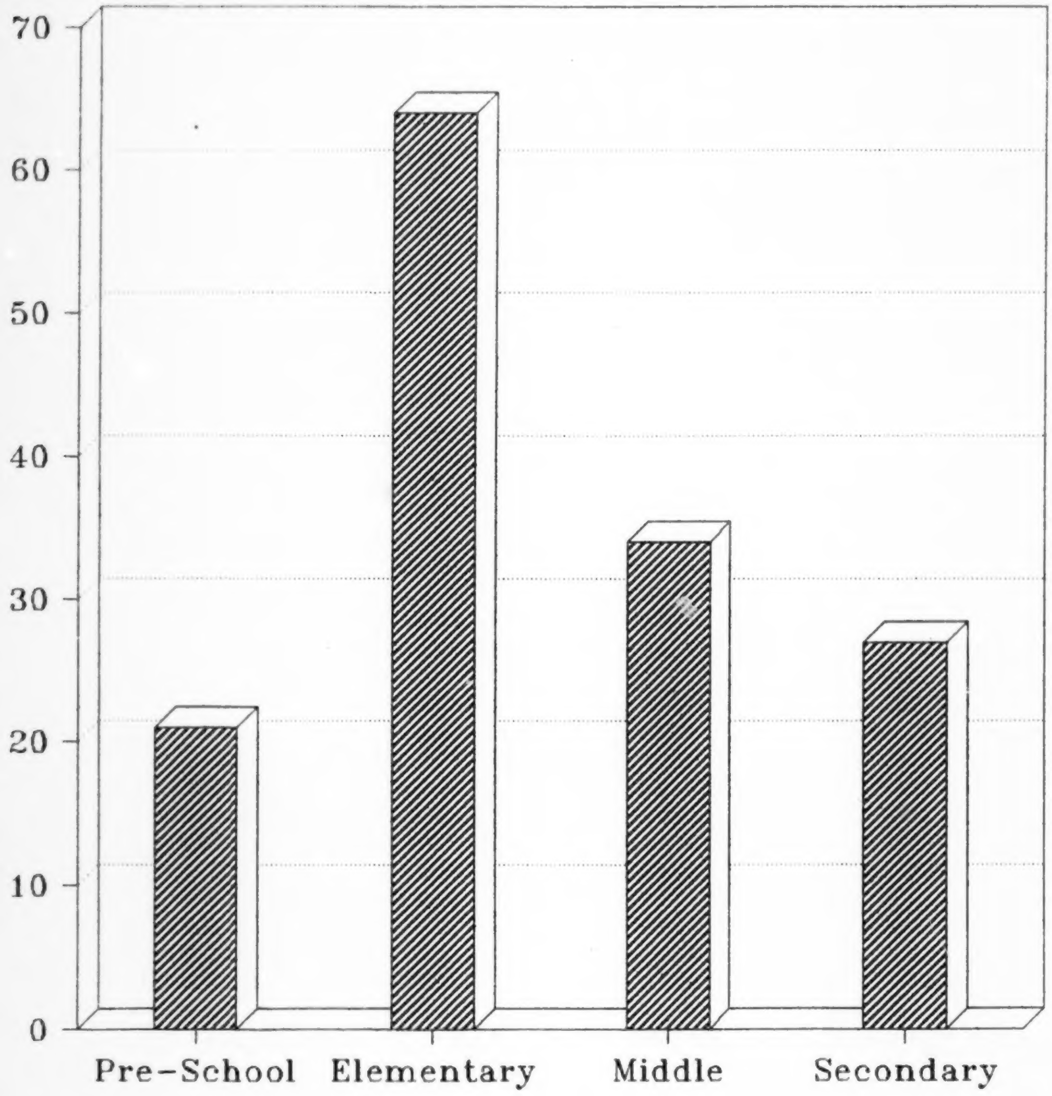
LEAs may request waivers for categorically mixing of students in self-contained classes. Self-contained classes are defined as settings in which students spend more than 50% of their instructional time. There are no standards for mixing students in a resource class setting.

There are myriad combinations of instructional groupings. The combination of grouping students identified as SLD and students identified as Seriously Emotionally Disturbed (SED) account for 50% of the approved waivers for class mix. Some combinations are shown in Figure 9.

In summary, during the 1991-1992 school year, most requests for standard waivers in Virginia came from rural districts with relatively small Special Education student populations. Most requests were for class-size, or a combination class size/mix, and involve students identified as Specific

Approved Waivers by Level of School

School Year 1991-92

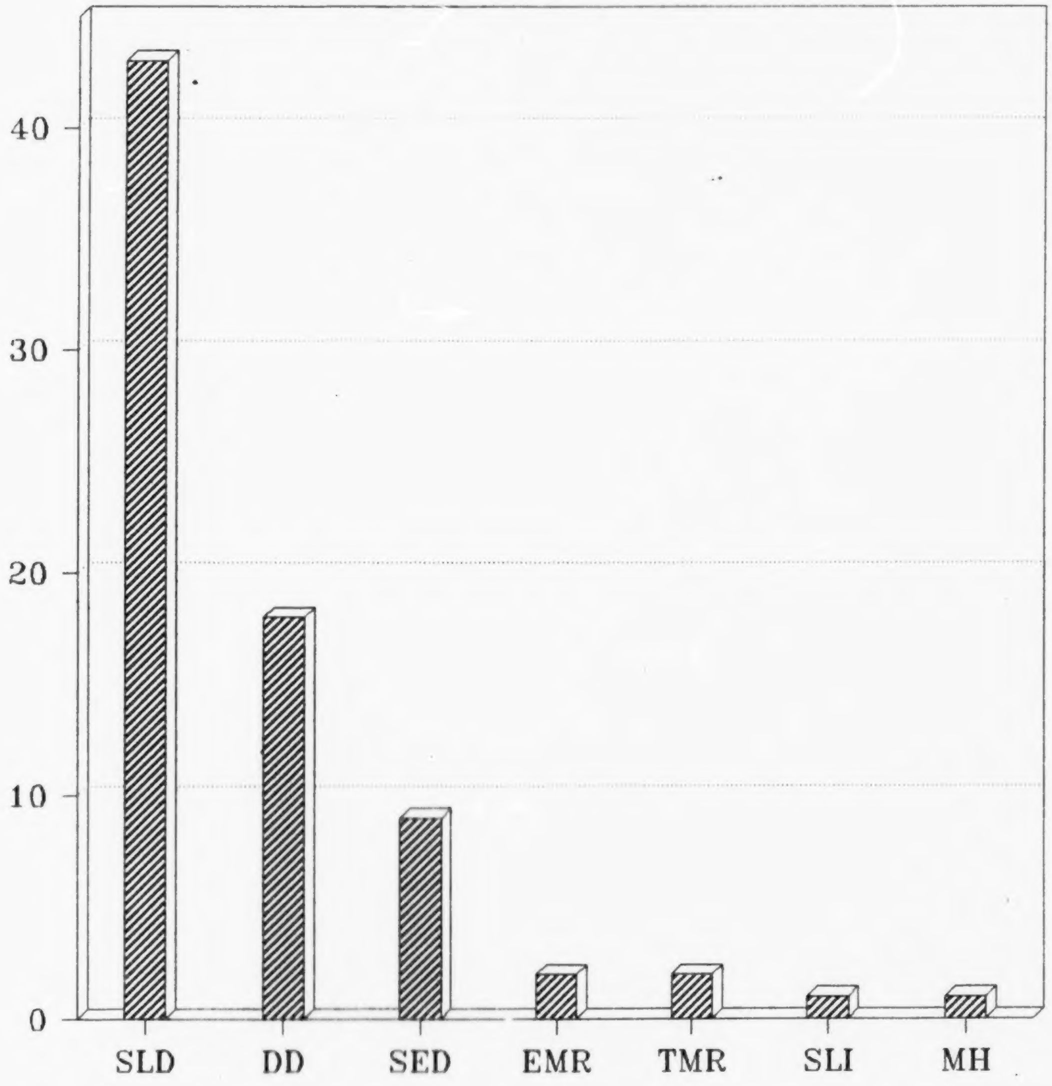


Total Number of Waivers = 146

Source: DOE Report
Program Waiver Status Report
Approved (1-9-92)

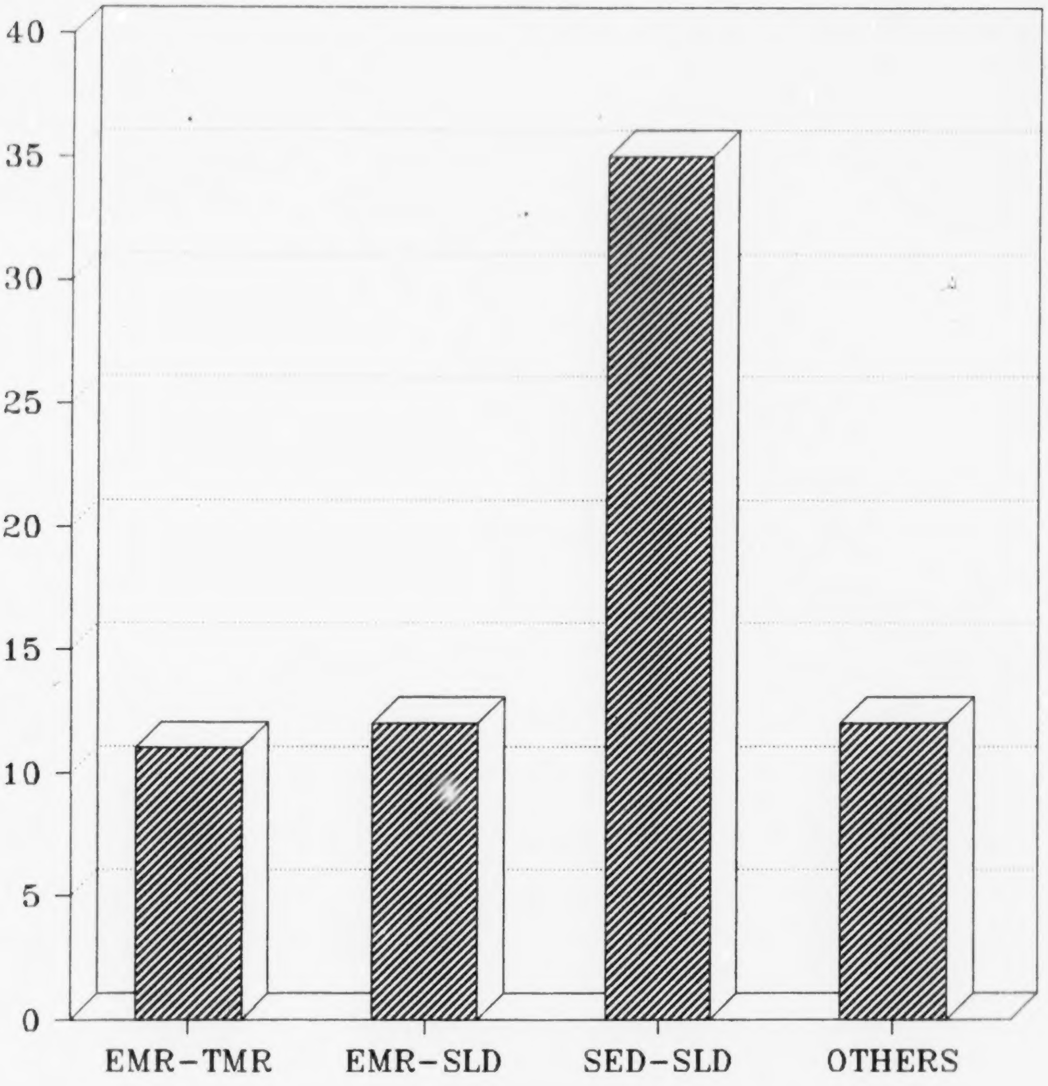
Excess Class Size Approved Waivers for Single Disability Category

Number of Approved Waivers = 76



Source: DOE Reports (10 Jan 92)
Number of Waivers by Category and Age
Requests for Excess Caseloads Report

Class Mix Approved Waivers
By Disability Categories



Number of Approved Waivers = 70

Source: DOE Report (9 Jan 92)
Number of Waivers by Category and
Age Group

Learning Disabled.

This review of the waiver data also suggested:

- There was sufficient evidence available to warrant a thorough investigation of current Commonwealth practice in regard to class size and class mix practices.
- All Directors of Special Education should be surveyed about the Standards for Special Education Programs before any modifications were made.

Review of Literature

A systematic review of research literature on the influence of class size and class mix on special education students' outcomes was conducted; it was concluded that the literature is full of articles based on common wisdom, individual's thoughts, and organizational belief statements; since the 1950's this topic has been of interest in public education with over 250 separate studies available for review.

Much of research that exist is speculative, confusing, and controversial (e.g., Glass and Smith; Educational Research Services, etc.) making it difficult, if not impossible, to generalize research findings into practice. It is possible to find research that favors small classes, favor large classes, or are inconclusive (Robinson et al., 1986).

Some studies suggest that reducing class size alone will not bring about increases in academic achievement (ERS, 1978); that smaller classes are better for socially or economically disadvantaged students if they stay in these classes for at least two years; that student behavior improves (ISDPI, 1983) and attention improves (Filby et al., 1980) in smaller classes;

and decreasing class size has an effect on the classroom environment (Smith et al., 1979). Teachers believe that smaller classes will improve students attitudes, learning, motivation and achievement (NEA, 1975); they believe that smaller classes will help them do a better job (Filby et al, 1980); and they believe teacher morale increases in smaller classes.

Although some states (Tennessee and Indiana) have attempted to experiment with lowering class sizes during primary school years, the results are mixed. Smaller classes benefit students in the first few grades, but the effects disappear when student return to traditional classes. Data is not available to know if these positive effects would continue if small class sizes were continued.

The literature concerning the grouping students for instructional purposes (class mix) appears to be based on two different philosophical premises (homogenous vs heterogeneous student grouping). Various stakeholder groups favor each position; research results are not conclusive. The field of special education, with the exception of a few preliminary investigations (Ysseldyke et al, 1985), lacks a body of literature that provides an understanding of how these factors influence the achievement of special education students; it relies on research conducted on general education students.

Based on the literature review, it was concluded that the Project should consider the following:

- Use a non-experimental research design to investigate the influence of class size and class mix for students with disabilities.
- A large group of randomly selected teachers should participate in

phase two of the project; the sample should be representative of special education (EMR, SED, and SLD) teachers in the Commonwealth.

- The research should control (take into account) important background variables of teachers (age, degree, experience, etc.) and students.
- Academic (reading, math, science, social studies) and non-academic (self concept, motivation, educational aspiration, etc.) indicators of academic achievement should be investigated.
- Teaching methods used with students with disabilities should be studied.
- The ideas of leaders in the field (Directors of Special Education) about what should be considered a manageable class size and about mixing students with disabilities at various grade levels should be investigated.
- Teachers should be asked directly about mixing students with disabilities and what is a manageable class size.
- This part of the Project should focus specifically on students with EMR, SED, and SLD; the grade focus should be K-12.

Site Visits

During Phase One, we conducted full-blown site visits at four sites, along with a pilot test at one site. Information was collected on 151 preschool through high school students. Twenty-six people collected data during the site visits: 9 school & community stakeholders, 10 DOE staff, 1 University of Virginia evaluator, and the research team staff from Virginia

Tech. Data were collected on 132 students in the four complete site visits (excluding pilot testing). Information about those students is summarized below.

Table 6. Student Information: 132 students. Number of Students by Type of Disability and School Level.

Type of Disability School Level	EMR	LD	SED	TMR	DD	Other
High	4	19	0	6		0
Middle	6	15	2	12		0
Elementary	5	33	6	0		1
Preschool					23	

Table 7. Student Totals by Waiver Status.

Students by Waiver Status (Preschool Included)	Total
N=132	
Students in classes without waivers	N=67
Students in classes with waivers	N=65
Students in classes with class size waiver N=37	
Students in classes with class mix waiver N=28	
Students by Waiver Status (Preschool Excluded)	Total N=109
Students in classes without waivers	N=58

Students in classes with waivers N=51

Students in classes with class size waiver N=23

Students in classes with class mix waiver N=28

Type of Information Collected

A massive amount of data was collected at each site. The special education teacher completed a questionnaire about every student in the class prior to our visit. During our visit, we reviewed IEPs and other records on each student. Classes were observed twice, and interviews were conducted with the special education director, the special education teacher, and the School principal.

Case Study Information

More extensive information was collected on 39 students across the four site visits. In addition to the information collected for all students, these case studies also included interviews with the students, parents, and general education teachers. IEPs were copied, all identifying information was deleted and IEPs were forwarded to VDOE for possible content analysis. Nineteen of the case study students were in waivered classes; twenty were in nonwaivered classes. Four of these case studies have been selected for complete analysis and write-up. More information about the case study students is displayed below.

Table 8. Case Study Student Information

Category & School Level	SLD	EMR	SED	TMR	DD	Waiver	Non-Waiver	Total
PreSchool					6	3	3	6
Elementary	6	3	3			6	6	12
Middle	5	2	1	4		2	10	12
High School	6	3				9		9
Total	17	8	4	4	6	19	20	39

Site Visit Findings

Highlights of some of the analyses conducted on Phase One information are presented below. These findings are gleaned from both quantitative analyses (including t-tests, correlations, crosstabs, and factor analyses) and qualitative analyses (content analysis of open ended questions, case study analysis).

Information about the Data Collection Instruments.

1. Special education teachers appear to provide reliable, valid information about the students in their programs.
   a. Special education teachers' estimates of students' academic achievement correlated very highly with test results (r's = .88-94). These correlations are based on the achievement data from most recent achievement test results and special education teacher report.

b. Special education teachers' estimates of the number of students in their classes per period appear very accurate. The average students reported per period per day correlated highly with the numbers recorded during observation (r = .93).

c. Special education teachers appear to provide fairly valid estimates of students' motivation, behavior, self-concepts, and other non-academic student characteristics. Their ratings generally loaded more highly on such factors than did parent, student, or general education teacher ratings.

2. Parents provided information that was consistent with, and in many ways redundant with, that provided by special education teachers (please note that information is only available on case study students). For example, parents' estimates of students' academic achievement correlated very highly with special education teacher estimates (r's = .86-91). Parents ratings of other characteristics also corresponded well with special education teachers. One exception, however, was parents' ratings of students' educational aspirations; all parents believed these to be high.

3. General education teachers (GET) were less able to provide useful information about students (again note that GET information is available for case study students only. General education teacher estimates of students' academic achievement correlated less well with special education teacher estimates (r's = .71-.76). Even smaller correlations were obtained for other characteristics. There

was also little variability in GET's estimates. This finding and other information (e.g., from the qualitative analyses) suggest that the GET's don't know these special eduction students as well as do parents and special education teachers.

4. Student responses were clouded by great variability in students' ability to understand the questions.

Phase One Findings Concerning the Evaluation Questions.

Findings concerning some of the evaluation questions should be viewed more tentatively because of the small, idiosyncratic nature of the sample. Alternative explanations are likely. Nevertheless, some of the findings are intriguing.

1. Few groups were familiar with the standards. Most responded favorably to the use of standards, but such responses generally seemed to be a result of a general belief that "standards", whatever they are, are good. Special education directors are the exception; they are familiar with the standards but want more flexibility implementing them.
2. Teachers and administrators see integration/inclusion as an important upcoming trend in special education. Support for inclusion was mixed.
3. Common advantages stakeholders listed for mixing students with disabilities included: opportunities for peer tutoring, keeping students in neighborhood schools, and a variety of advantages for specific disability groups. Common disadvantages included increased challenges for teachers, decreased time for individual

students, and increased student and teacher frustration. Many stakeholders believed that students with emotional disabilities caused problems when mixed.

4. Directors, principals, and special education teachers are fairly consistent in their suggestions of ideal, manageable, and unmanageable class sizes for disabilities. Directors' ratings tended to be higher than principals', which tended to be higher than teachers'. Estimates sometimes varied considerably with state standards (see table 9).

Table 9. Comparison of what Experts say are Manageable Class Sizes with Commonwealth Standards

Model & Disability	Resource	SC with Aide		SC no Aide	
EMR	High	elem sch	High	elem sch	OK
		midd sch	High	midd sch	High
		high sch	High	high sch	High
SED	High	Low		OK	
SLD	High	Low		Low	
TMR		OK		High	

High = Commonwealth standard is beyond what the experts say is manageable

OK = Commonwealth standard is not significantly different from what the experts say

Low = Experts report that teachers can manage more students than Commonwealth standard allows

5. Although there were no discernable differences in waivered versus nonwaivered classes in the qualitative or case study data, differences

were apparent in analyses of some outcome information. Again, the sample characteristics require caution in interpretation. Given the limitations of the sample:

a. Students in waivered classes achieve at a lower level than do those in nonwaivered classes.

Table 10. Comparisons of Academic Achievement between Waivered and Non-waivered Students

Academic Achievement	Waiver	Non-waiver
Reading		*
Math		*
Science		*
Social Studies		*

* significantly higher achievement

b. Few other comparisons between students in waivered and non-waivered classes were significant (Tables 11-13).

Table 11

Comparisons between Waivered and Non-waivered Classes: Observation

Observation	Waiver	Non-waiver
Teaching method		
On task		

(blank means there were no significant differences)

Table 12

Comparisons between Waivered and Non-waivered Classes: Affective Outcomes

Construct	Waiver	Non-waiver
Self concept		
Motivation		
General behavior		*
Time on task		
Educational aspirations		
Progress IEP goals		*
Belongs in sp.ed.		
Likes sp. ed.		
Aware in sp. ed.		

* = significantly higher, blank = no differences

Table 13

Comparisons between Waivered and Non-waivered Classes: Satisfaction Outcomes

Informant		Waiver	Non-waiver
Student	Sp. Ed.		
	Gen. Ed.		
Parent	Sp. Ed.		
	Gen. Ed.		
Teacher	Sp. Ed.		
	Gen. Ed.		

blank = no differences

6. Concerning Class Mix:

    a. Students who are in class with only one disability (no mixing of students), achieve at a higher level in reading, math, and social studies (achievement estimated by special education teacher). It appears that science achievement is not influenced by mixing students with different disabilities in the same classroom (Table 14).

Table 14

Comparisons Between Mixed and Non-Mixed Students: Academic Achievement

Academic Achievement	Mix	Non-Mix
Reading		✓
Math		✓
Science		
Social Studies		✓

✓ = Significantly higher

Blank = Not significantly different

Table 15

Comparisons Between Mixed and Non-Mixed Students With Learning Disabilities: Academic Achievement

Academic Achievement	Mix	Non-Mix
Reading		✓
Math		
Science		
Social Studies		

✓ = Significantly higher

Blank = Not significantly different

Table 16

Comparisons Between Mixed and Non-Mixed Students With Educable Mental Retardation: Academic Achievement

Academic Achievement	Mix	Non-Mix
Reading		✓
Math		✓
Science		✓
Social Studies		✓

✓ = Significantly higher

Table 17

Comparisons between Mixed and Non-Mixed Students: Affective Outcomes

Construct	Mix	Non-Mix
Self Concept		
Motivation		
General Behavior		
Time on Task		
Educational Aspirations		
Progress IEP goals		
Likes Special Ed.	✓	
Aware in Special Ed.	✓	

✓ = Significantly different

Blank = No differences

c. SLD students in non-mixed classes have higher reading achievement (Table 15). Non-mixed SLD students had insignificantly higher math and social studies achievement. EMR students in non-mixed classes have higher reading, math, science, and social studies achievement (Table 16). There were not enough SED students to compare.

d. There were few differences on affective outcomes (Table 17).

7. Concerning Class Size:

a. Students achieve at a lower level in larger classes (Table 18).

b. This finding held for students classified as EMR and SED, and for elementary SLD students.

c. This finding appears consistent across measures of class size. Two such measures were used: the class size as listed on the roster, and the average number of students in a class per period. The average students per period may be a more sensitive measure. Most relationships between class size and lower achievement were stronger when this measure was used.

Table 18

Correlations Between Class Size and Achievement

Disability & Subject	Total	EMR	SLD
Reading	-	-	-
Math	-	-	-
Science		-	-
Social Studies	-	-	-

-	Negative correlation
blank	Insignificant correlation

d. No consistent patterns emerged for affective outcomes (Table 19).

Table 19

Correlations Between Class Size and Affective Outcomes

Disability & Construct	Total	EMR	SLD
Self Concept			+ (elem)
Motivation			
General Behavior			
Time on Task			
Educational Aspirations			
Progress IEP Goals			
Likes Special Ed.			
Aware in Special Ed.	-		-

-	Negative correlation
+	Positive correlation
Blank	Insignificant correlation

Phase Two

Experts' Opinions about Class Size and Class Mix

Class Size

Directors of special education and teachers of special education across the Commonwealth were surveyed and asked to report what they considered to be a manageable class size. Directors were asked about a variety of age levels and disabilities. Teachers were asked what they considered a manageable class size of the type (age and disability served) they currently taught. Teachers' responses were then broken down into different age, disability, and program types so that each teacher's answer concerning class size was only used for the category he or she taught.

Directors' and teachers' recommendations were compared to current Commonwealth Standards by constructing a 95% confidence interval around the mean for each category (mean $\pm$ 2 standard errors of the mean). Thus, Commonwealth standards that were outside the 95% confidence interval are significantly discrepant from experts' (teachers and directors) opinions. We draw several conclusions from the data presented in Tables 20-22:

1. Teachers believe that the current, temporary standards for EMR students in self-contained classes without paraprofessionals allow for manageable classes (Table 20).
2. Teachers do not believe the addition of a paraprofessional to the classroom should result in a large increase in class size. In other words, teacher beliefs about manageable class sizes with paraprofessionals were not much larger than class sizes without

paraprofessionals (Table 20).

3. Directors and teachers consistently recommended smaller resource classes than current Standards allow (Table 21).
4. Teachers recommend smaller departmentalized classes than current standards allow. Directors believe that students with SED need smaller departmentalized classes, but believe that current standards for students with EMR and SLD are appropriate (Table 22).

Table 20

Experts' Opinions versus Commonwealth Standards Concerning Class Size: Self-Contained Classes

Expert	EMR, no Aide	EMR w/ Aide	SED, no Aide	SED, w/ Aide	SLD, no Aide	SLD, w/ Aide
Standard	8	12-15	8	10	8	10
Teachers	OK	High	OK	High	Low	High
Directors	Low	OK	OK	OK	Low	Low

High = Experts believe Standards are too High (allow more children than are manageable)

OK = Experts believe the Standards are OK

Low = Experts believe Standards are too Low (more children are manageable)

Table 21

Experts' Opinions versus Commonwealth Standards Concerning Class Size: Resource Classes

Expert	EMR	SED	SLD
Standards	24	24	24
Teachers	High	High	High
Directors	High	High	High

High	=	Experts believe Standards are too High (allow more children than are manageable)
OK	=	Experts believe the Standards are OK
Low	=	Experts believe Standards are too Low (more children are manageable)

Table 22

Experts' Opinions versus Commonwealth Standards Concerning Class Size: Departmentalized Classes

Expert	EMR	SED	SLD
Standards	20-24	20-24	20-24
Teachers	High	High	High
Directors	OK	High	OK

High = Experts believe Standards are too High (allow more children than are manageable)
OK = Experts believe the Standards are OK
Low = Experts believe Standards are too Low (more children are manageable)

Class Mix

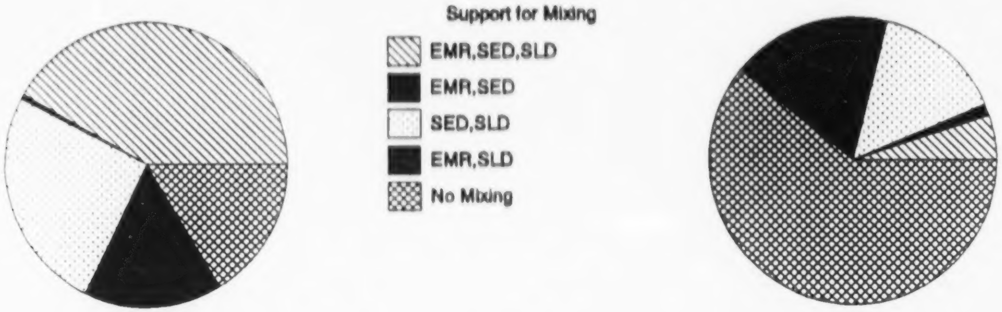
Directors and teachers were also asked their opinions about the advisability and likely effects of mixing students with different disabilities in the same classroom. The two groups differed sharply in their reactions. Directors of special education are quite supportive of the concept of mixing, also known as non-categorical placement. As shown in Figure 10, 42% of directors thought that all three groups of students could be instructed and grouped in the same classroom at the same time, and 84% believe that some sort of mixing was desirable (either EMR with SLD, SED with SLD, or EMR, SED, and SLD). Only 16% of directors of special education believed that students with EMR, SED, and SLD should not be mixed.

The right side of Figure 10 shows the responses of special education teachers to the same question about mixing. In contrast to the support for mixing expressed by the directors, teachers are unsupportive of noncategorical placement; 61% believed students with different disabilities should not be mixed. Directors support for mixing cut across all grade levels, but was strongest for elementary students (Figure 11). Elementary, middle, and high school teachers all opposed mixing disabilities (Figure 12).

These differences in opinion were explored in further analysis. Directors and teachers were also asked about the likely effects of mixing (e.g., What do you believe would happen to the quality of academic instruction for [EMR, SED, and SLD] students in the same classroom at the same time?). Examination of means (these can be seen in Appendix F, "Quick Answers") again suggests support for mixing from directors but opposition from teachers. Directors, for example, report that mixing EMR, SED, and SLD students will neither benefit nor harm the quality of instruction students receive, and will help improve EMR students' self-esteem. While neutral on many other questions, they also believe that parents of students with SLD would dislike having their children mixed with students with other disabilities.

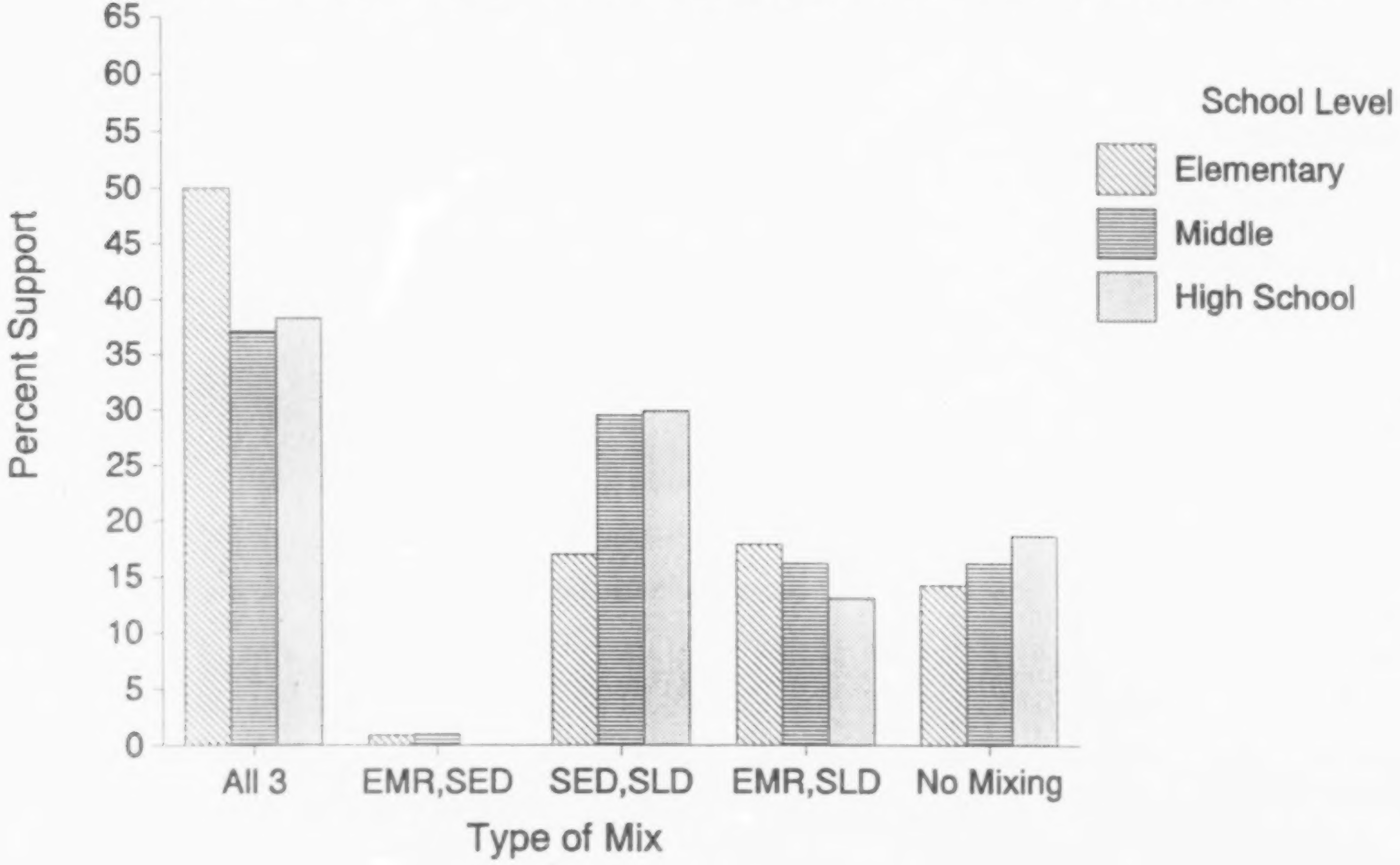
Teachers of special education, however, believe that mixing will decrease the quality of instruction EMR, SED, and SLD student receive, believe that mixing will decrease students' self-esteem, and believe that

What do you believe is the best mix of students with EMR, SED, and SLD?



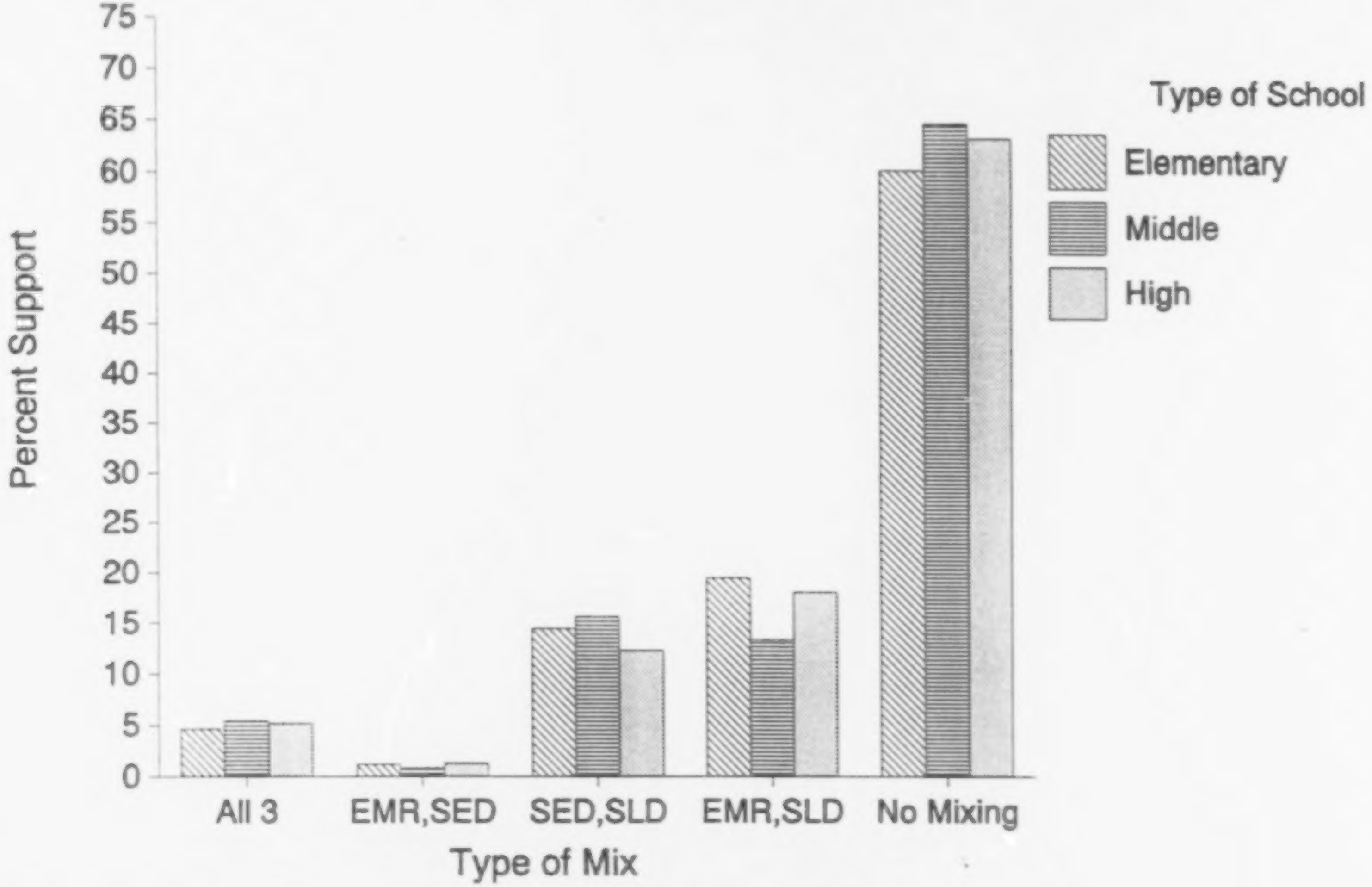
Directors of Special Education

Special Education Teachers



Directors of Special Education: Opinions about Mixing Student with Disabilities

Teachers Opinions about Mixing Students with Disabilities



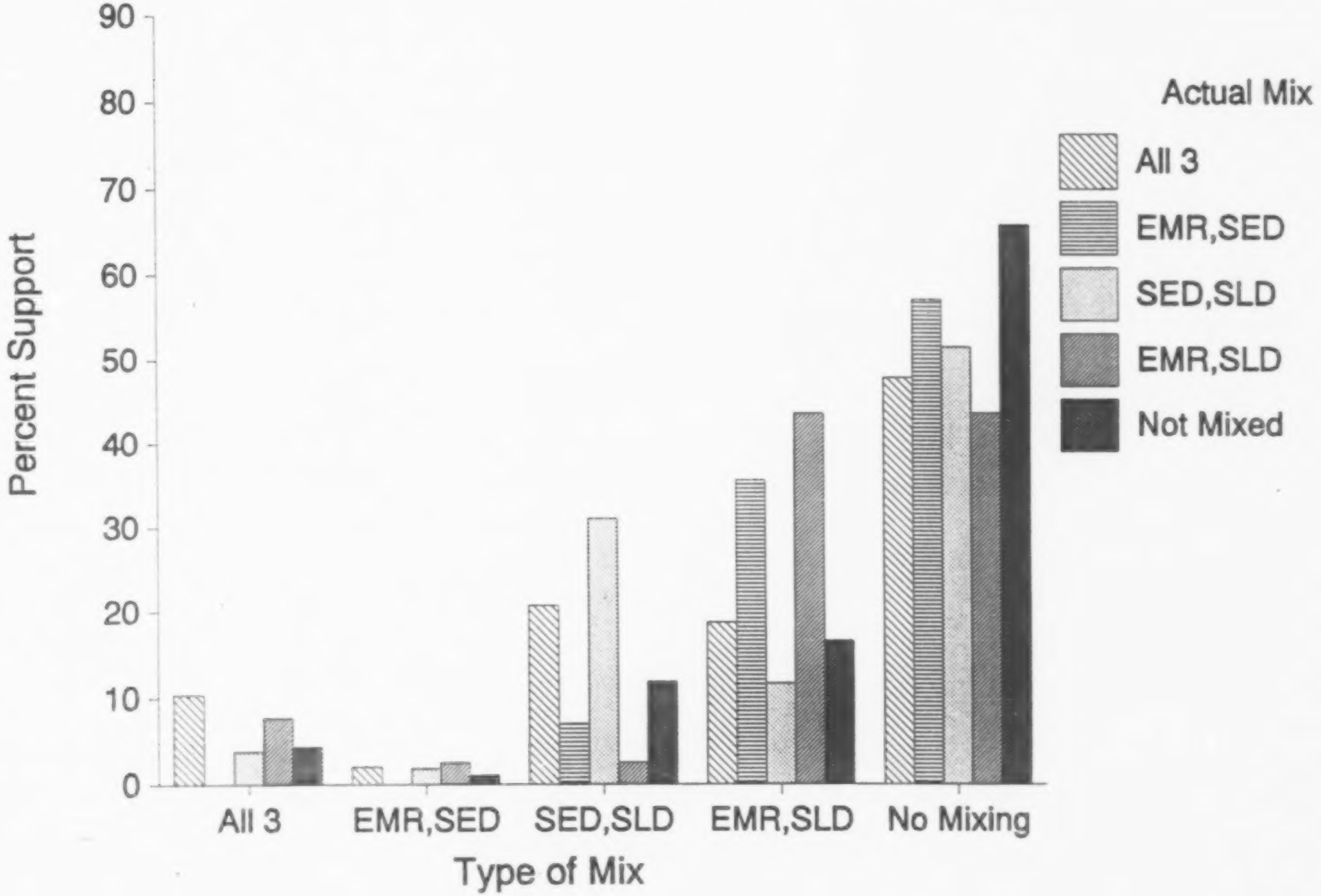
parents of students with disabilities would dislike having their children mixed with students with other disabilities. They believe that parents of students with learning disabilities would object the most.

We wondered if there were subgroups of teachers--younger teachers, or those with experience mixing students--who supported such noncategorical placement. As illustrated graphically in Figures 13-17, however, teachers' opposition to mixing seems to cut across most categories. Teachers who currently mix do not support it (Figure 13), and teachers in integration teaching models are only slightly more supportive than are self-contained teachers (Figure 14). Teachers of students with SLD are more opposed to mixing than are teachers of students with SED or EMR, but none of these teachers are supportive of mixing (Figure 15). Finally, neither younger (Figure 16) nor more recently trained teachers (Figure 17) were supportive of mixing.

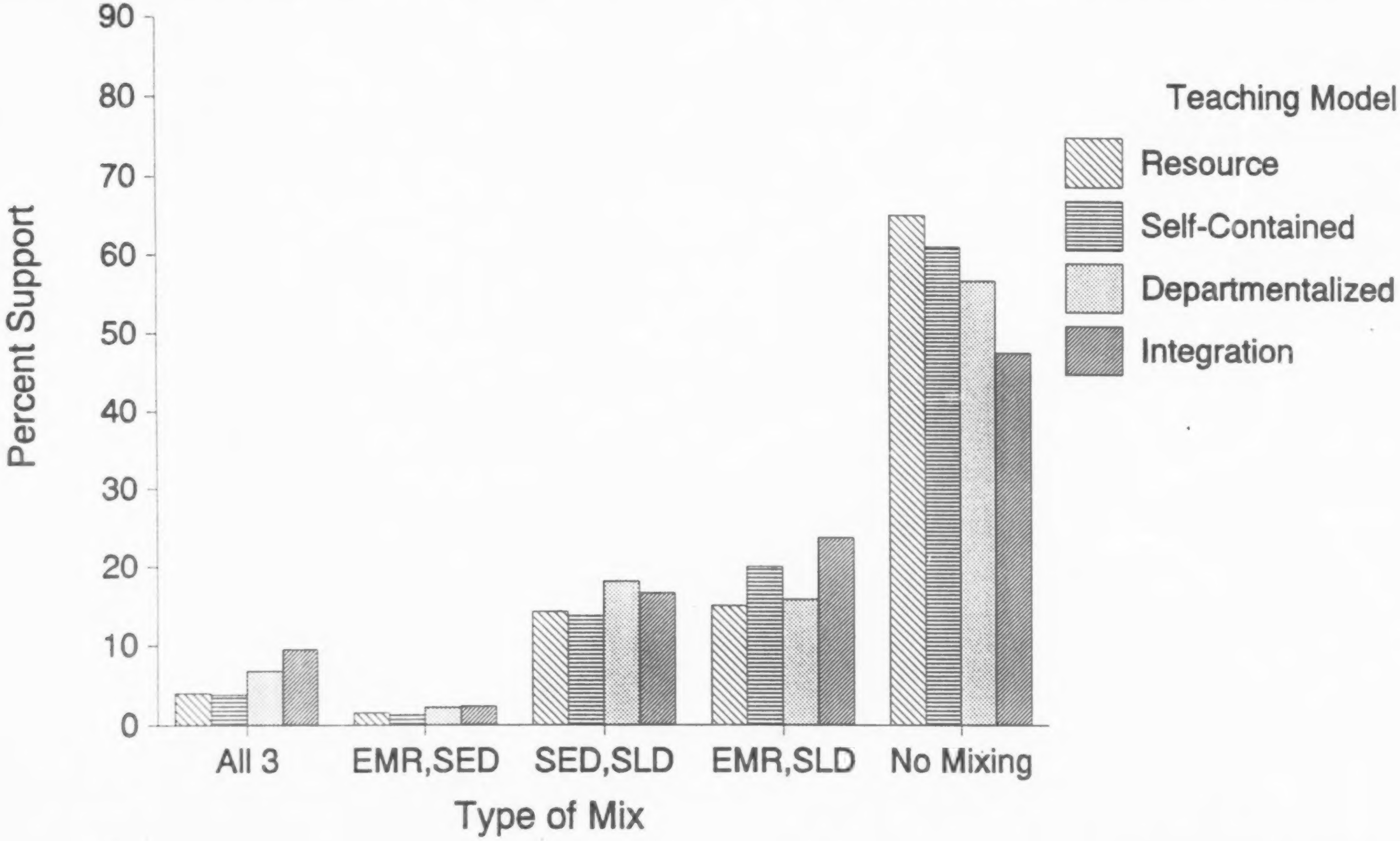
Effects of Class Size and Class Mix on Student Progress

It is one thing to have believe that class size or mix has an effect, but that effect may or may not, in reality, exist. Most teachers, for example, believe that the regular completion of homework improves student learning, but in order to determine whether homework really affects achievement, one would need to examine the actual achievement of students who do a lot versus a little homework. Thus, we wanted to go beyond experts' opinions about class size and class mix and determine whether these variables had any discernable effect on common indicators of student progress in school. Teachers' class sizes and class compositions were gathered from the class roster they completed during the fall survey.

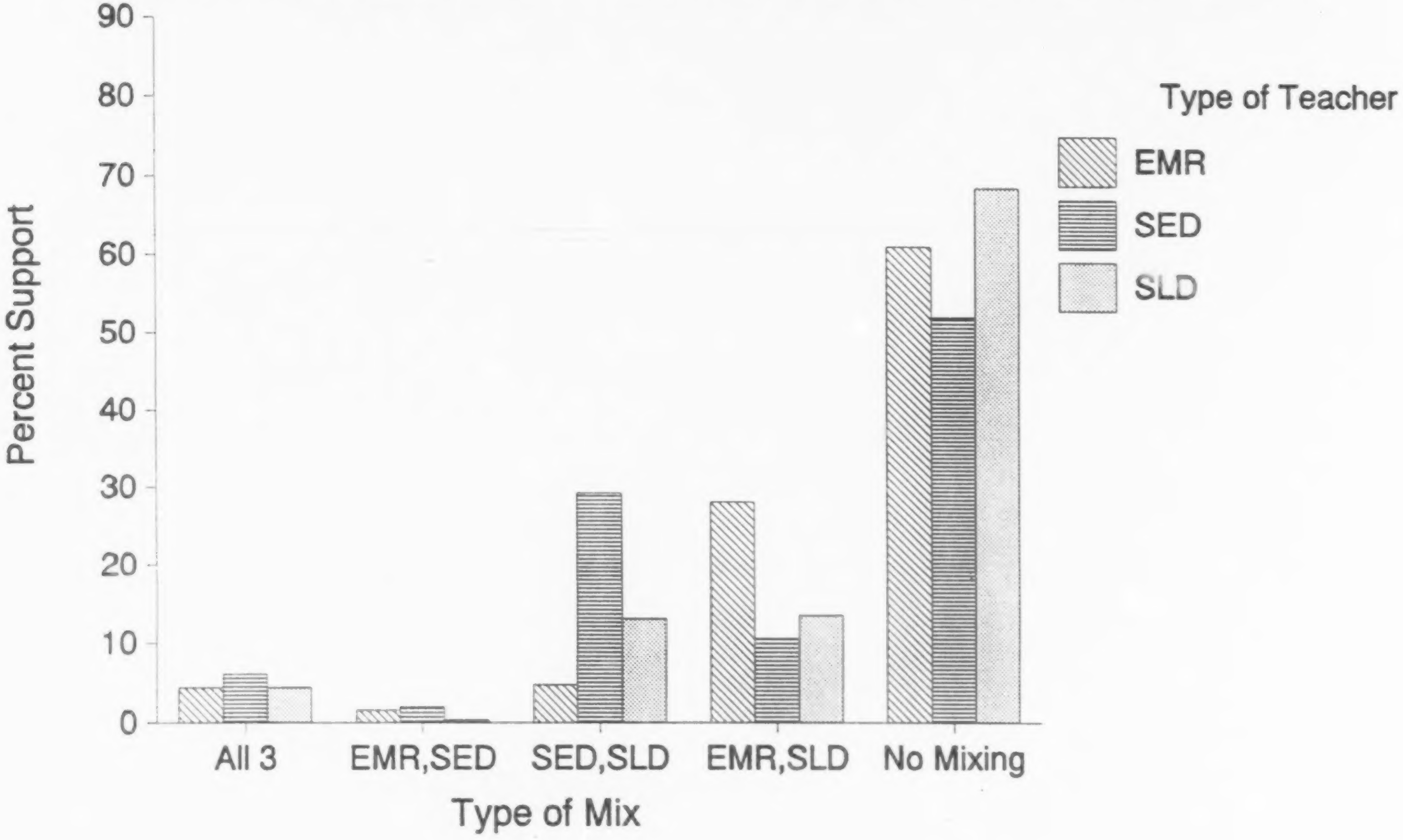
Teachers Opinions about Mixing Students with Disabilities



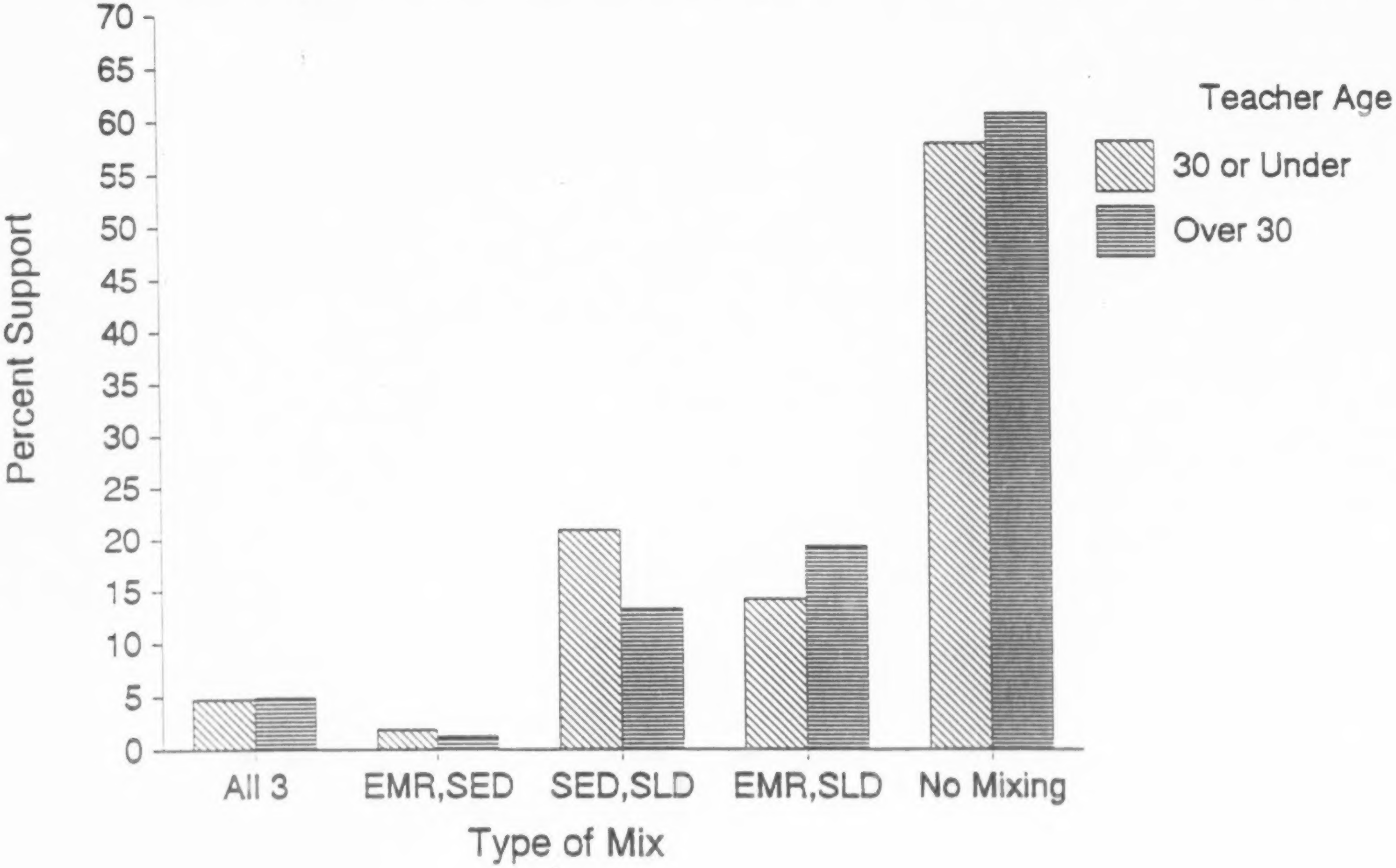
Teachers Opinions about Mixing Students with Disabilities



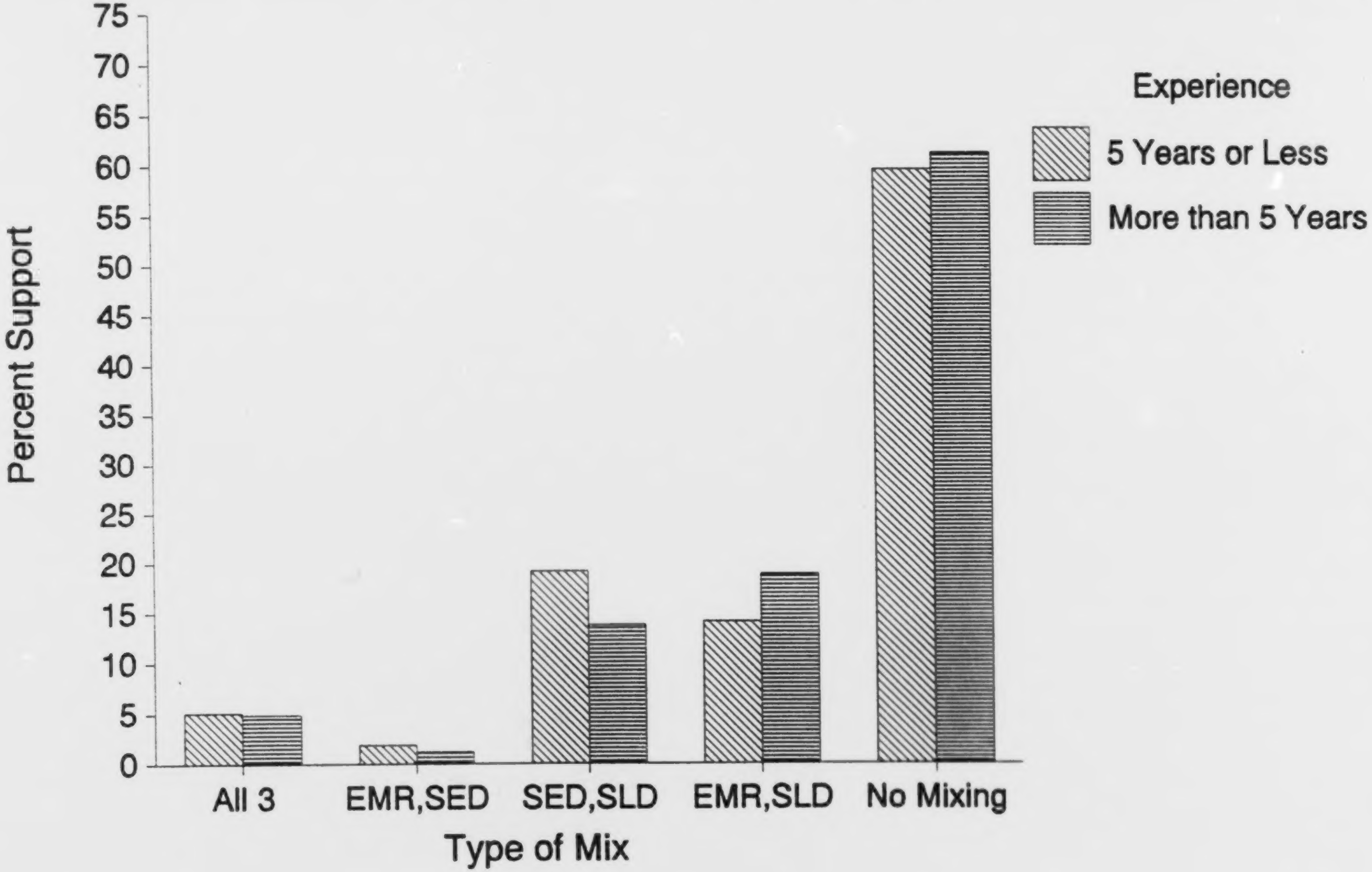
Teachers Opinions about Mixing Students with Disabilities



Teachers Opinions about Mixing Students with Disabilities



Teachers Opinions about Mixing Students with Disabilities



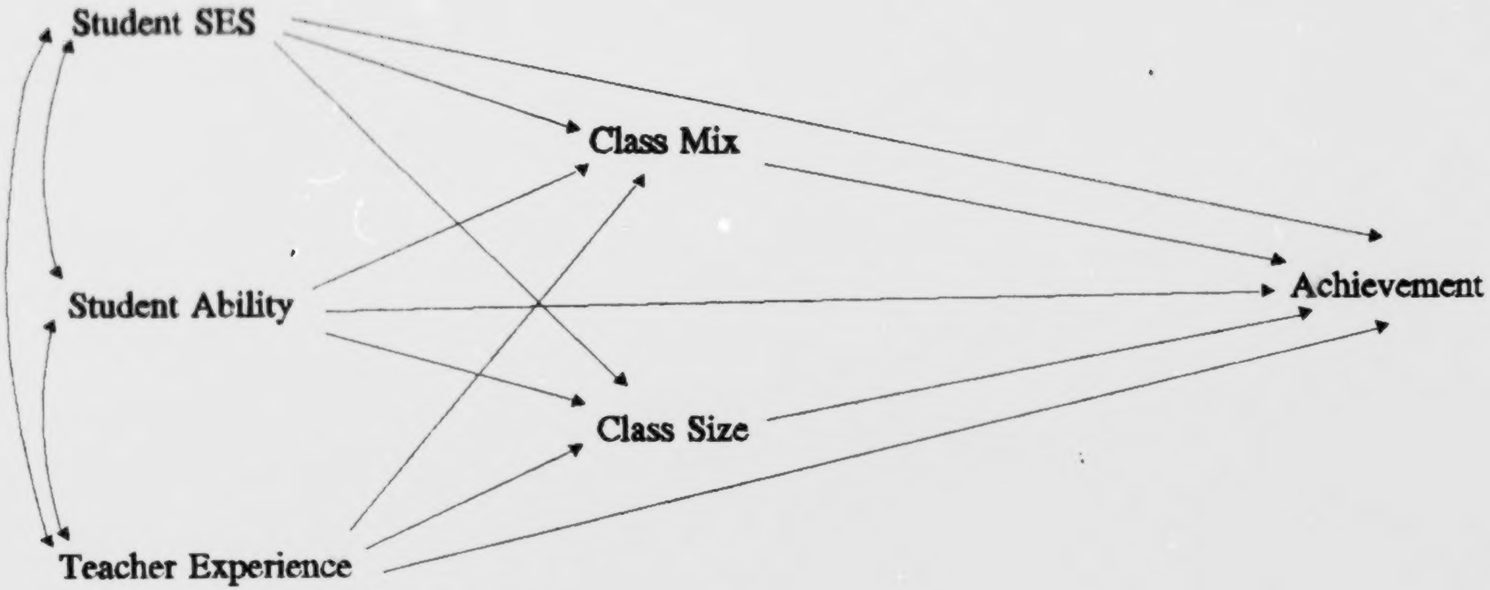
Teachers also reported on the progress of a student in their class, selected at random by the researchers, on the Spring survey. The two data files were merged to examine the effects of class characteristics (e.g., class size and class mix) on individual student's educational progress.

One important methodological finding from Phase One of the project was the finding that teachers provided accurate, valid estimates of students' achievement and personal-social characteristics. Therefore, in the analyses reported below, teacher reports of progress are used as the criterion of educational progress. The teacher estimates of achievement were corrected by the students' actual grade level prior to analysis. Future analyses will also use other estimates (e.g., test scores) to test the generalizability of these findings.

Structural equations or path analysis was the primary method of analyzing the effects of class size and class mix on student progress. The basic model analyzed is shown in Figure 18. It incorporates these two variables of primary interest (size and mix), along with the criterion (achievement in Figure 18). Also included are several background variables (student SED, student ability level, and teacher experience) that may also affect class makeup and achievement, and therefore must be controlled in the analysis.

Effects on Academic Achievement

Figure 19 shows the results of the initial analysis testing the effects of class size and class mix (coded 1 for 1 disability in a class to 3 for 3 disabilities) on overall academic achievement. Only significant paths are included in the figure. As can be seen, student ability has a large effect on

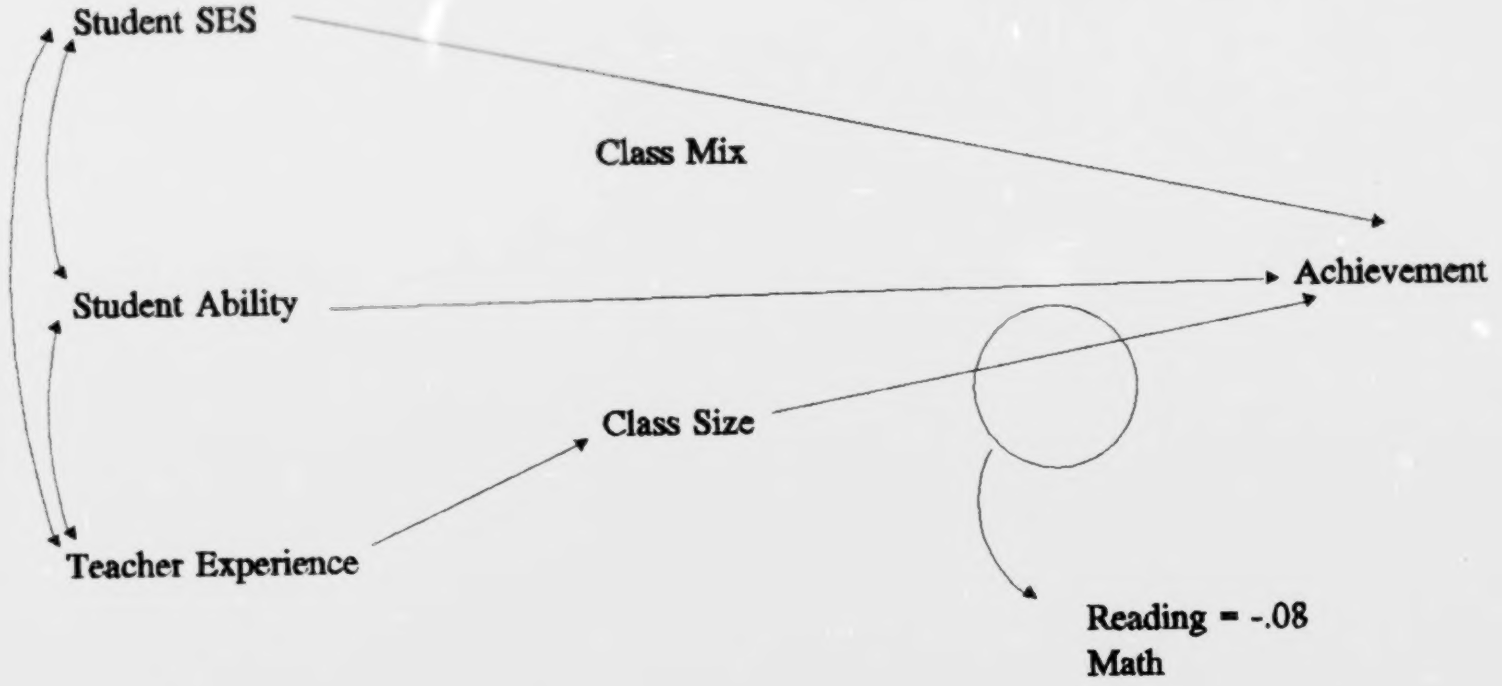

Student SES
Class Mix
Student Ability
Achievement
Class Size
Teacher Experience

student achievement (.63), and SES has a small but significant effect, once the other variables in the model are controlled statistically. Of greatest interest is the effect of class size on achievement. The path of -.06 from class size to achievement suggests that class size has a small, negative effect on achievement: the larger the class, the lower the student achievement. Although not large, the effect is significant. It is, for example, similar in magnitude to the effect of motivation on achievement reported in some analyses (e.g., Keith & Cool, 1992). Interestingly, class mix had no discernable effect on achievement.

More detailed analysis suggests that reading achievement is more affected by class size than was mathematics achievement (Figure 20; this and subsequent figures only include the significant effects for class size and mix, not those from background variables). It also appears that larger classes are especially detrimental for elementary students (Figure 21). Class size affected EMR, SED, and SLD students in the same fashion; class size effects were the same for students in self-contained and resource settings.

Effects on Social and Affective Indicators

The effects of class size and mix were also examined on a variety of important social-affective indicators of student progress (e.g., motivation, self-concept, work habits, etc.). However, smaller classes had no discernable effect on students' self-concept, behavior, level of motivation, work habits, or interpersonal skills. Students in mixed versus non-mixed classes also performed similarly on all such indicators (Figure 22).



Student SES

Class Mix

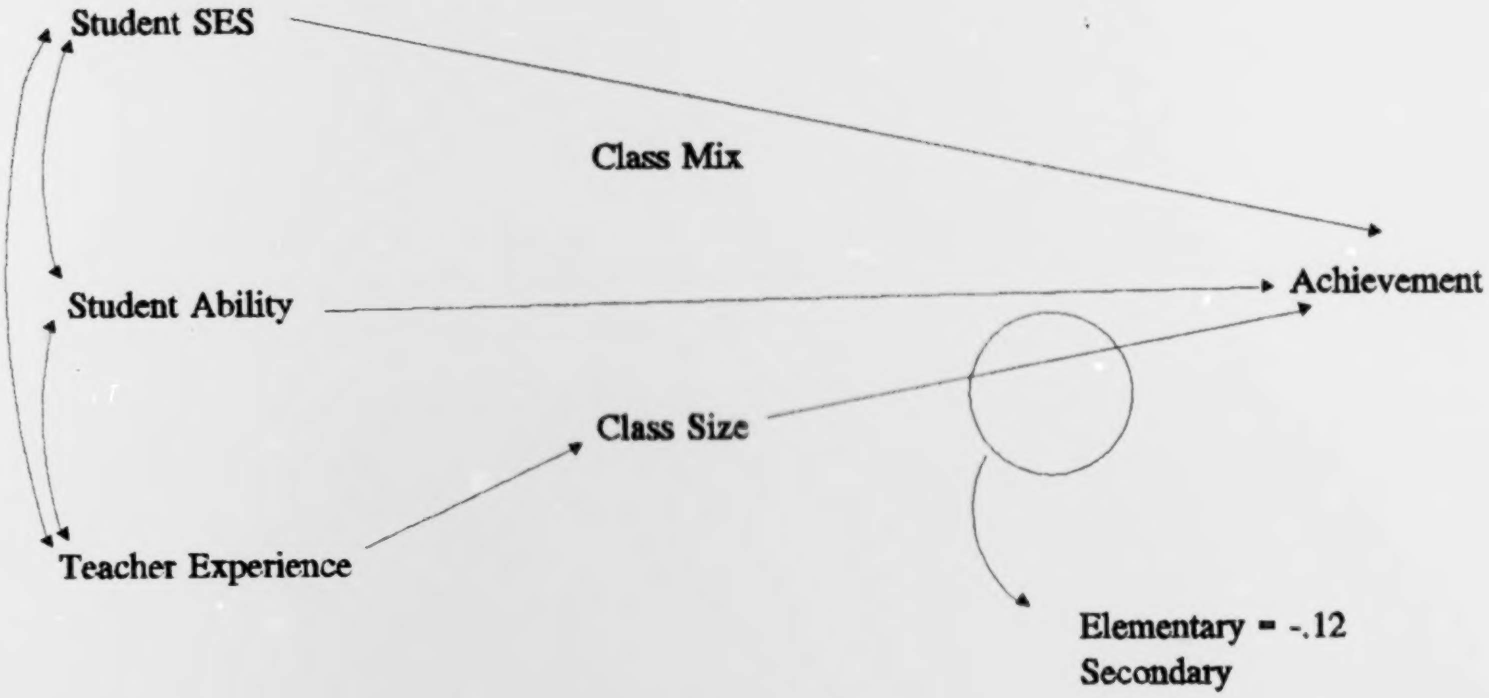
Achievement

Student Ability

Class Size

Teacher Experience

Reading = -.08
Math



Student SES

Class Mix

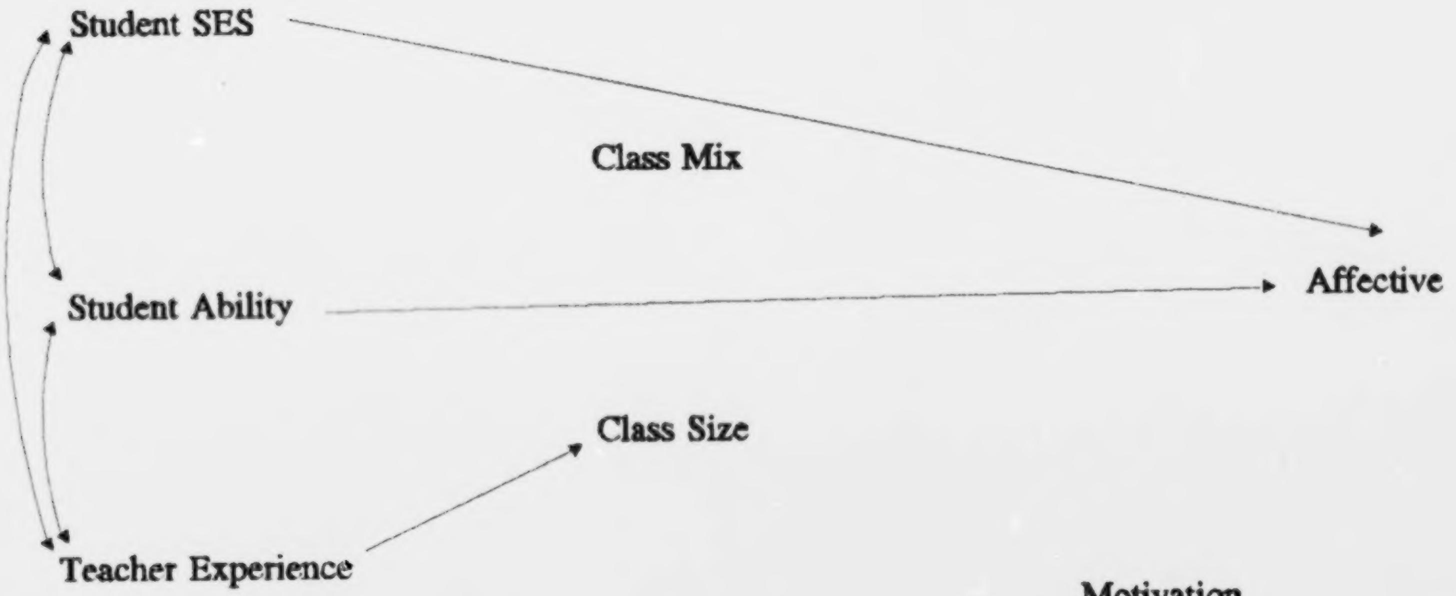
Student Ability

Achievement

Class Size

Teacher Experience

Elementary = -.12
Secondary



Student SES

Class Mix

Affective

Student Ability

Class Size

Teacher Experience

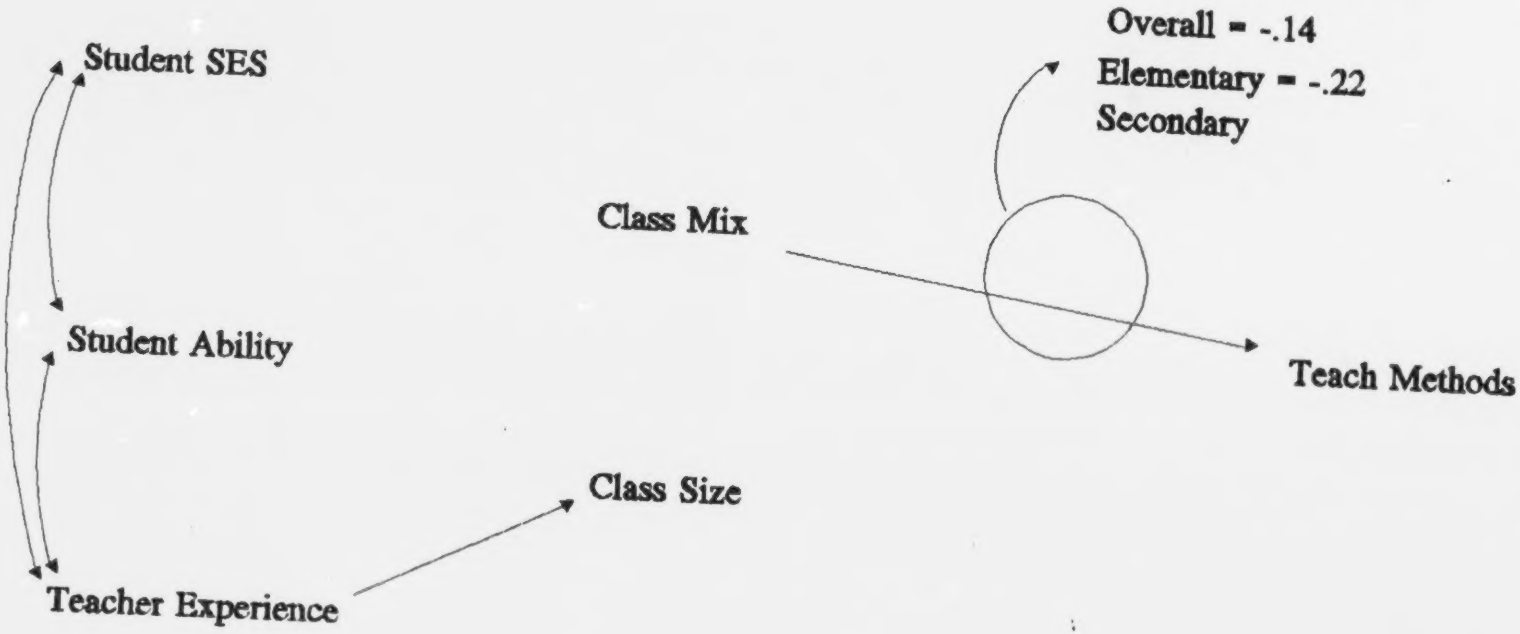
Motivation
Self Concept
Behavior
Attention
Work
Locus of Control
Educational Aspiration
Interpersonal Skills
IEP Goals

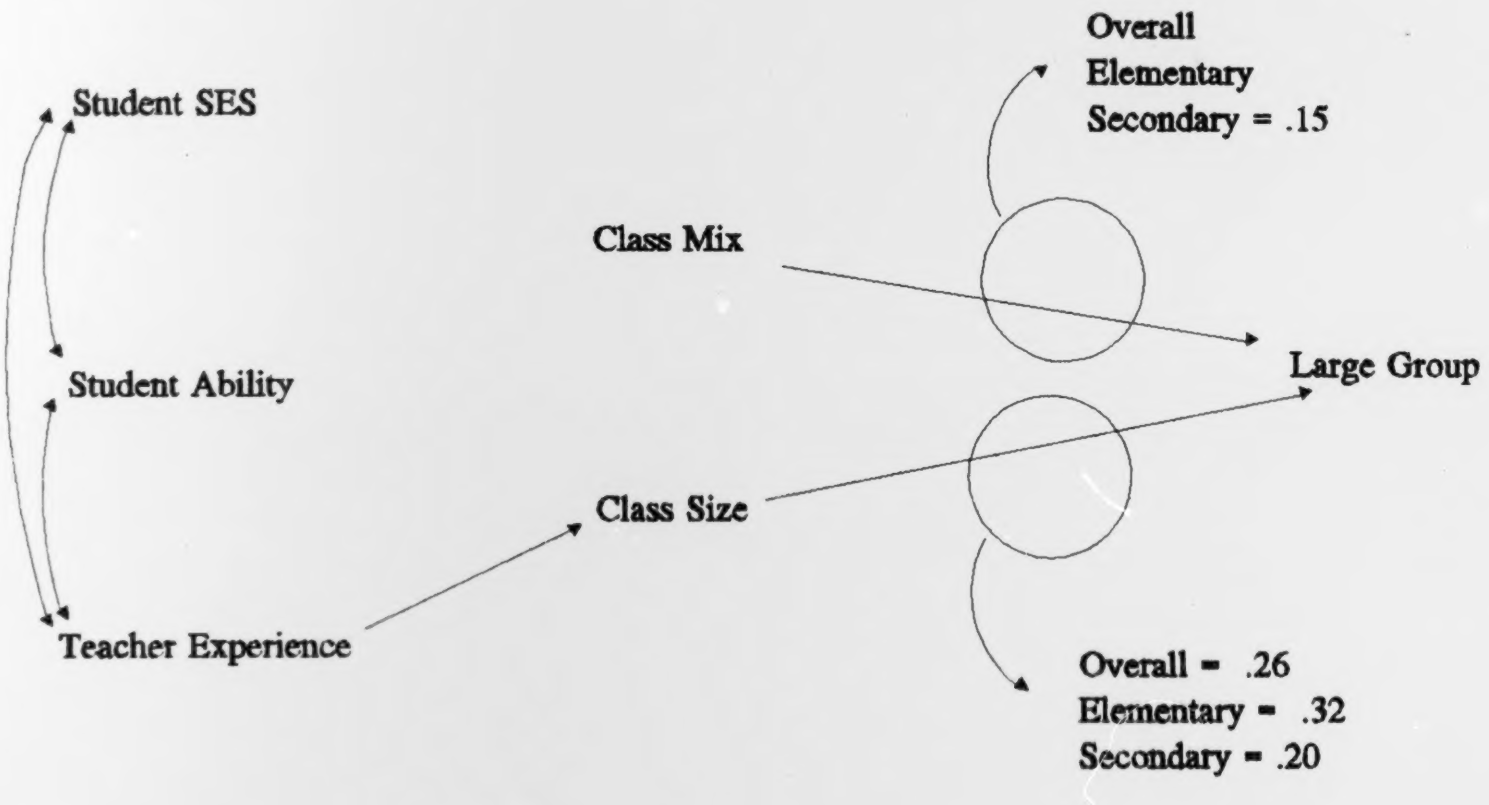
Effects on Teaching Methods

On the Fall survey, teachers also reported the frequency with which they used a variety of teaching methods (e.g., small group instruction, cooperative learning, etc.). Since a major purpose of special education services is to provide individualized instruction tailored to each student's unique learning needs, we assume that better teachers use more methods in their classes. Therefore, we used variety of teaching methods as another possible outcome of class size and class mix. That is, large classes may restrict a teacher's teaching methods (cause fewer methods), while a mix of disabilities in a class may force a teacher to use a variety of teaching methods.

Figure 23 shows the unexpected outcome of this set of analyses. Class size had only an insignificant effect on teaching methods; larger classes led to neither more nor less variety (teaching methods was a composite of all methods, excluding large group instruction). Class mix, however, did have a moderate influence on teaching methods. Its overall effect was -.14, suggesting that teachers used significantly fewer methods of instruction in mixed than in single-disability classrooms. And that effect was considerably larger for elementary youth (-.22).

The final analysis in this series examined the effect of size and mix on the use of large group instruction, on the belief that large group instruction (lecture) is often inconsistent with the goals of special education. The results of this analysis (Figure 24) suggest that secondary teachers in mixed classes used more large group instruction than do secondary teachers in non-mixed classes. In addition, as might be


Student SES
Overall = -.14
Elementary = -.22
Secondary
Class Mix
Student Ability
Teach Methods
Class Size
Teacher Experience


Overall
Elementary
Secondary = .15
Student SES
Class Mix
Large Group
Student Ability
Class Size
Teacher Experience
Overall = .26
Elementary = .32
Secondary = .20

expected, teachers in larger classes consistently used more large group instruction than did teachers in smaller classes.

Other Phase Two Findings

Other descriptive findings (e.g., opinions about standards, characteristics of those completing the survey) are included in the Final Report (Executive Summary), and also in Appendix F (Quick Answers).

Conclusions for Phase Two and the Research Project

Directors of special education and special education teachers are fairly consistent in their ratings of manageable class sizes in relation to Commonwealth Standards. They believe that Standards allow too many students in Resource classes (and indeed, other analyses suggest that most resource teachers teach fewer students than standards allow). The experts also appear to support the temporary reduction in class size for EMR students. The Commonwealth should consider these suggestions as it revises its current standards for class sizes.

The two groups of experts differed sharply in their opinions of the value of noncategorical placements--mixing students with different disabilities. Directors supported mixing. A cynical interpretation of this finding might be that these directors are interested in saving money by reducing redundancy. A more charitable interpretation is that perhaps these directors are forward thinking (because noncategorical placement is a current trend) or that they are committed to having children educated at their home school.

Teachers, in contrast, opposed mixing. Again, two interpretations are possible. One might argue that teachers are incapable of changing from the categorical model they were taught in school and are used to in Virginia. On the other hand, one could also argue that these teachers' opinions are much more valid than are those of the directors or other policy makers, because the teachers are the ones who work with students on a daily basis. It is our opinion that the Commonwealth should not ignore what these teachers are saying. They appear to believe that noncategorical placement is not in the best interest of children, and--given the intensity and consistency of their dislike of mixing--may well react angrily if the Commonwealth treats this as an inservice training issue. We recommend further study of the effects of noncategorical versus single-category placements.

Class size, as expected, indeed had small, negative effects on learning for the students in this study, and it also affect the frequency of large group instruction. Class size did not appear to affect any of the affective indicators, however. Class size, of course, needs further investigation. We have not yet, for example, plotted class size against these possible outcomes to see if there is an optimum class size range. This is planned as a part of future analyses of the data.

Class mix had fewer discernable effects than did class size. Teachers in mixed classes did, however, use less variety of methods of instruction and used more large group instruction, both of which may be considered negative effects. Noncategorical placement has no significant effect on achievement or affective indicators of progress.

We urge readers who are puzzled (or pleased) by the lack of consistent or powerful effects of class size and mix on these indicators to think about the types of indicators being studied. Variables such as academic achievement, motivation, and self-concept are fairly stable, long-term outcomes of schooling, and do not generally show massive change as a result of minor variations in programs. It would be imprudent to expect large amounts of change in these variables as a result of 8 months in a class with 15 rather than 13 children, or in a mixed rather than an categorical placement. In other words, small effects are all that should be expected. We must, however, consider the cumulative effect of those small effects over a longer period of time, say four or more years.

Appendix A: Standards for Special Education Programs

STANDARDS FOR SPECIAL EDUCATION PROGRAMS

School Year 1991-92

I. TEACHERS

A. Standards

Special education teachers shall hold a current Virginia teaching certificate. In addition, each special education teacher shall hold specific endorsement(s) which correspond to the areas of disability conditions of students assigned to his/her classroom or caseload. However, waivers may be requested when school divisions have made every reasonable effort to employ a qualified teacher endorsed in the appropriate area.

A teacher not fully endorsed may be hired with the stipulation that the teacher can become fully endorsed within 5 years, at a minimum rate of six credit hours per year. (A waiver is necessary in this instance). The selection of course work must be based on a completed analysis of the teacher's transcript. A program of studies must be developed between the teacher and the university planning the teacher's course work for the attainment of endorsement requirements. This program of studies must be placed in the teacher's personnel file within six months of the submission of the waiver request. For each unendorsed teacher there must be an identified resource person (endorsed in the area of assignment) available to assist the unendorsed teacher.

B. Requests for a Waiver

Waiver requests are to be submitted to the Deputy Superintendent for Administrative Services by the local division superintendent, using the attached Waiver of Endorsement Requirements 1991-92 form. Requests made on any forms other than the attached will be returned. For teachers unable to complete the required course work during the previous year, a letter explaining the extenuating circumstances must be forwarded with the Waiver of Endorsement Requirements form. It is expected that the requests will be submitted within 30 days of the date of the teacher's assignment to teach in an area of exceptionality for which he/she is unendorsed (submission of the names during the summer is encouraged). Documentation of local Superintendent's assurances shall be kept on file in the local school division. Do not send documentation to the Virginia Department of Education unless requested.

II. EDUCATIONAL INTERPRETERS

A. Standards

Division superintendents may request a waiver of the requirements regarding qualified personnel providing interpreting services to students who are deaf or hard of hearing. Personnel must be in the process of completing a screening of their skills from either the Department for the Deaf and Hard of Hearing or the National Cued Speech Association and/or be completing training to develop their interpreting skills.

B. Requests for a Waiver

It is expected that the form Waiver of Educational Interpreter Qualification Requirements 1991-92 will be submitted to the Deputy Superintendent for Administrative Services no later than 30 days after assignment. (Submission of the request during the summer is encouraged).

III. PROGRAMS FOR SCHOOL AGE CHILDREN AND YOUTH

Special education teachers and related service personnel shall not have caseloads which exceed the maximum number of students as prescribed in these standards.

A. Self-Contained Programs

Students with different primary handicapping conditions (e.g. specific learning disabilities and emotional disturbance) may not be combined in a self-contained setting [except for students in non-categorical primary (K-2) special education programs, or students identified as developmentally delayed]. Students receiving at least (50%) of their instruction each school day (excluding lunch) from special education instructional personnel are considered to be in self-contained programs.

B. Resource Programs

Students identified as receiving resource special education services (receiving less than 50% of their instruction from special education personnel) may be educated with students with different disabilities. However, care must be taken to ensure the placement is in accordance with each student's IEP and that the teacher(s) are appropriately endorsed. Students receiving consultation or monitoring services are to be counted in resource programs.

Some students are identified as having more than one disability (e.g., LD/ED). Teachers do not need to be endorsed in the areas of students' secondary disability(ies) if the students are receiving services relative to the secondary disability(ies) from other appropriately qualified personnel (e.g., placed with teacher endorsed in LD for academic services, with teacher endorsed in ED for affective education.) In addition, students may be placed in classes taught by teachers with other special education endorsements (e.g., student with EMR is placed with a teacher endorsed in MR, but also receives services from a teacher endorsed in LD for social skills).

CASELOADS FOR SPECIAL EDUCATION INSTRUCTIONAL STAFF

Disability Category	Maximum # Self-Contained Pupils w/ para-professional[1]	Maximum # Self-Contained Pupil w/o para-Professional	Maximum # Resource Students (single category	Maximum # Resource Students (Multiple categories
Autism[2]	8[5]	6[5]	24	20
Deaf-Blind[2]	8	6	24	20
Developmental Disability-ages 5-7[2] (Non-Categorical K-2)	10	8	24	20
Educable Mental Retardation-Primary[3]	11	9	24	20
Educable Mental Retardation-Elementary[3]	13	10	24	20
Educable Mental Retardation-Jr. High[3]	15	15	24	20
Educable Mental Retarded-Secondary[3]	17	17	24	20
Hearing Impairment or Deafness	10	8	24	20
Multihandicapped[2]	8[5]	6[5]	8[5]	8[5]
Orthopedically Impairment[2]	10	8	24	20
Other Health Impairment[2]	10	8	24	20
Serious Emotionally Disturbance	10	8	24	20
Severely and Profoundly Handicapped	8[5]	6[5]	8[5]	8[5]
Specific Learning Disability	10	8	24	20
Speech and/or Language Impairment	10[4]	8[4]	75[6]	N/A[6]
Trainable Mental Retardation[3]	10[5]	8[5]	8[5]	8[5]

[1] Paraprofessionals are required 100% of the instructional day.

[2] Teachers of these classes must be endorsed in an area of special education, as appropriate to the students. Students identified with Other Health Impairment may be served by appropriately qualified pupil personnel service staff, as identified in the student's IEP.

[3] Teachers may be endorsed in either mental retardation or severe and profoundly handicapping conditions, as appropriate to the students' needs.

[4] Teachers must have an endorsement in speech/language and endorsement in either elementary instruction, learning disabilities or hearing impairment. (A waiver must be requested for teachers without such endorsements).

[5] Maximum caseload for special education teacher when integrating students into regular education programs.

[6] Speech-language itinerant services.

C. Departmentalized Programs

If special education programs are taught according to a departmentalized resource[1] model the following standards must be met:

a) departmentalized programs are in place in the corresponding regular education classes;

b) students are receiving services by appropriately qualified personnel;

c) teachers are assigned subject matter based on their expertise (e.g., one endorsed teacher has particular skills in reading while another has particular skills in math);

Total Caseload: 24 students
(Total number of students for whom teacher provides services - average for each building must be 24 or less)

Maximum per class period: 14 students
(Similar student/achievement levels: One subject area and level taught to all students)

Maximum per class period: 10 students
(Varying student achievement levels: More than one subject area and level taught in one period)

Special education teachers may be assigned to teach in regular education classes, as appropriate to course content and the teachers' endorsements. Special education caseloads must be reduced in proportion to the percent of school time spent teaching in regular education.

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[1] A departmentalized resource model describes a program in which a number of special education teachers subdivide the curriculum, allowing each to teach in fewer content areas.

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D. Combined Self-Contained/Resource

Combined programs for students identified as self-contained and students identified as resource may operate for students with the same primary handicapping conditions.

Caseload maximums for teachers serving both students identified as self-contained and students identified as resource are computed on the basis of a maximum value of 20. To determine the maximum number of students allowed for a teacher, the following procedure should be used:

1. Determine the value to be assigned a student receiving self-contained instruction under each disability category.
2. Multiply the number of self-contained students by the assigned value.
3. Add this total value for self-contained to the number of resource students.
4. This total combined value cannot exceed the maximum value of 20.

Values for Self-Contained with Resource

Disability Category	Maximum # Pupils w/para-professional[2]	Maximum # Pupils w/o para professional
Autism[1]	2.5	3.3
Deaf-Blind[1]	2.5	3.3
Developmental Delay (ages 5-7)	2.0	2.5
Educable Mentally Retardation-Primary	1.8	2.2
Educable Mentally Retardation-Elementary	1.5	2.0
Educable Mentally Retardation-Jr. High	1.3	1.6
Educable Mentally Retardation-Senior High	1.2	1.3
Hearing Impairment or Deaf	2.0	2.5
Multiple Handicapped	2.5	3.3
Orthopedic Impairment[1]	2.0	2.5
Other Health Impairment[1]	2.5	3.3
Serious Emotionally Disturbance	2.0	2.5
Specific Learning Disability	2.0	2.5
Trainable Mental Retardation	2.0	2.5

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[1] Teachers must be endorsed in an area of special education, as appropriate to the needs of the students.

[2] Paraprofessional required 100% of the time.

IV. EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

Early childhood special education caseloads (total number of students for whom teacher provides services) shall not exceed the maximum number of students prescribed below:

Center Based (paraprofessional required for 100% of the instructional day)	8
Home Based and/or Itinerant	12
Combined Center Based and Home Based (paraprofessional required for 100% of instructional day)	10

Preschool aged students with disabilities must receive the full range and amount of services necessary. A full day (5 1/2 hours) program should be available to all students, if determined appropriate by the IEP committee and included in the student's IEP.

Preschool aged students who are identified with the disability hearing impairment may be taught by a teacher who is endorsed in the area hearing impairment and has coursework in the following two areas: normal growth and development from birth to age five and early childhood special education curriculum and program development.

V. WAIVERS OF SPECIAL EDUCATION PROGRAM STANDARDS

Requests for waivers must be signed by the local division superintendent and should be forwarded to the Deputy Superintendent for Administrative Services. It is expected that the request will be submitted within 30 days of placement. (Submission of the request during the summer is encouraged). If the request is for a continuation of a model approved in the previous school year, it is expected that the request will be submitted before September 1 of the school year. When waivers are granted, they apply only to the class(es) described in the request. If the student population in the classes changes in any way, an addendum to the request must be submitted. Department of Education staff are available to assist school divisions in the development of innovative alternatives to these standards.

School divisions wishing to operate innovative service delivery models, or experiencing unusual distribution of students by disability category, may request a waiver of program standards. The form **Program Standards Waiver Request Data Form 1991-92** must be completed for each class/caseload.

BEST COPY AVAILABLE

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6Q
RICHMOND, VIRGINIA 23216-2060

STANDARDS FOR SPECIAL EDUCATION PROGRAMS

I. SPECIAL EDUCATION TEACHERS

Special education teachers shall hold a current Virginia teaching license. In addition, each special education teacher shall hold specific endorsement(s) which correspond to the area(s) of disability(ies) of students assigned to his/her classroom and/or caseload (Figure C, Special Education Teacher Assignment Requirements).

A. Special Education Conditional License

An individual who does not hold an endorsement in the area of disability assigned may be licensed on a two-year Special Education Conditional License if the following criteria are met:

1. the individual is employed as a teacher of special education by a Virginia public, state operated, or private school; and,

2. holds a current Virginia teaching license (the teaching license must be effective during the two-year validity period of the Special Education Conditional License).

The two-year Special Education Conditional License is a non-renewable teaching license issued to unendorsed special education teachers in order to provide them an opportunity to attain endorsement while employed in the Commonwealth of Virginia. Individuals issued the Special Education Conditional License will be required to satisfy the special education endorsement requirements in the two-year validity period of the conditional license. However, the license may be extended for one additional year at the request of the school division superintendent.

Endorsement in special education areas of disability(ies) may be attained by completing the prescribed course work for endorsement through an institution of higher education and/or by completing the Department of Education's Special Education Teacher Endorsement Program (the Department of Education will be issuing information about this program in July, 1992).

B. Timeline for Application

Virginia school division superintendents may request a Special Education Conditional License for a certified individual assigned to teach special education when (1) the individual is the best suited of the applicants for the position, and (2) the school division has advertised the position and has made reasonable efforts to recruit and hire qualified individuals.

Special Education Conditional License requests are to be submitted to the Associate Specialist for Special Education Personnel Development by the local school division superintendent using the **Application for Special Education Conditional License 1992-93** form within 30 days of assignment in an unendorsed area of disability. Submission of requests during the summer, prior to the school year in which the conditional license is needed, is encouraged.

II. EDUCATIONAL INTERPRETERS

A. Qualified Educational Interpreter Requirements

"Educational personnel providing interpreting for students using sign language shall have completed and passed Virginia Quality Assurance Screening (QAS) at Level 1 or higher. Personnel shall have completed and passed at Level 2 screening after July 1, 1992, and at Level 3 screening after July 1, 1995. Personnel may have an equivalent or higher Registry of Interpreters for the Deaf certificate (excluding certification in reverse skills) in lieu of the Virginia QAS certificate.

Personnel providing educational interpreting services for hard of hearing and/or deaf students using Cued Speech shall be certified as Cued Speech Interpreters by the National Cued Speech Association at Level 1, or higher, by July 1, 1990, and at Level 2, or higher, by July 1, 1992.

Personnel providing educational interpreting services for the hard of hearing and/or deaf students requiring Oral Interpreting shall have completed and passed a Virginia Quality Assurance Screening for the Deaf certificate (excluding Certification in reverse skills) in lieu of the Virginia QAS certificate." (Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, §3.3.H).

B. Waiver of Requirements

Conditions: Division superintendents may request a waiver to the requirements regarding qualified personnel providing interpreting services to students who are deaf or hard of hearing.

Individuals hired must be in the process of being screened for competency and/or be completing training to develop their interpreting skills. The Virginia Department for the Deaf and Hard of Hearing, National Registry of Interpreters for the Deaf, and/or the National Cued Speech Association evaluate personnel to assure they meet the appropriate standard. The Virginia Department for the Deaf and Hard of Hearing maintains a list of qualified interpreters (804-225-2570 Voice or TDD).

Requesting a Waiver: Virginia school division superintendents may request a waiver of qualification requirements for an individual assigned to serve as an educational interpreter when (1) the individual is the best suited of the applicants for the position, and (2) the school division has advertised the position and has made reasonable efforts to recruit and hire qualified individuals.

Timelines: Waiver of Educational Interpreter Qualification Requirements requests are to be submitted to the Associate Specialist for Programs for the Hearing Impaired using the **Waiver of Educational Interpreter Requirements 1992-93** form within 30 days of assignment. Submission of requests during the summer, prior to the school year in which the waiver is needed, is encouraged.

III. SPECIAL EDUCATION PROGRAMS

The following standards specify caseload, class mix, and teacher assignment standards for special education programs. Local school divisions may offer programs for students eligible for special education outside the boundaries of these standards. However, the school division **must receive a waiver from the Department of Education** to offer such programs (see Section F).

A. Self-Contained Programs, at all levels

1. **Definition:** Students receiving self-contained services have IEPs identifying 50 percent or more of their instruction each school day (excluding lunch) in special education. Time in special education is calculated on the basis of special education services defined in the IEP, rather than the location of services. As a result, services may be offered using collaborative, consulting or team teaching models, in a general class setting, in addition to the traditional self-contained special education classroom.

2. **Class mix:** Self-contained programs are for students with the same primary disability category. Programs may include students with different secondary disability categories if the students' primary disability is the same (e.g., student with LD, student with LD/ED and student with LD/SLI).

   Non-categorical primary (grades K-2) special education programs, for students identified as developmentally delayed (DD) may include certain students with identified disabilities, when student learning needs are similar.

   Students identified with traumatic brain injury may be placed in any program, in accordance with their IEP.

3. **Caseload:** Figure B prescribes caseload standards.

4. **Teacher assignment:** Figure C prescribes teacher assignment standards. The following additional criteria apply:

   Teachers may provide some services specific to students' IEPs outside of their endorsement areas(s). However, the students must receive the majority of their services from a teacher endorsed to serve their area of disability (e.g., student with EMR receives social skills instruction from a teacher endorsed in ED but receives the majority of services from a teacher endorsed in MR).

   Teachers providing services to a student with more than one disability (e.g., LD/ED; LD/SLI), **do not need to be endorsed** in all areas of student's disabilities. However, the student must receive some services for each disability from appropriately endorsed personnel (e.g., placed with teacher endorsed in LD for academic services, with teacher endorsed in ED for affective education; placed with teacher endorsed in LD for academic services, with speech-language pathologist for communication skills).

   Teacher caseloads must include all students to whom they provide special education. Students receiving special education services from more than one special education teacher must be counted on the caseloads of each teacher.

B. **Resource Programs, at all levels**

1. **Definition:** Students receiving resource services have IEPs identifying that less than 50 percent of their instruction each school day (excluding lunch) in special education. Time in special education is calculated on the basis of special education services defined in the IEP, rather than the location of services. As a result, services may be offered using collaborative, consulting or team teaching models, in a general class setting, in addition to the traditional resource special education classroom.

   Resource programs include students receiving consultation or monitoring services.

2. **Class mix:** Resource caseloads may combine students of different disabilities, if students receive services from at least one special education teacher who holds endorsement in the students' area(s) of disability (see item #4).

3. **Caseload:** Figure B prescribes caseload standards. Resource caseloads must include students receiving consultation or monitoring services.

4. **Teacher assignment:** Figure C prescribes teacher assignment standards. The following additional criteria apply:

Teachers may provide some services specific to students IEPs outside of their endorsement areas(s). However, the students must receive the majority of their services from a teacher endorsed to serve their area of disability (e.g., student with EMR receives social skills instruction from a teacher endorsed in ED but receives the majority of services from a teacher endorsed in MR).

Teachers providing services to a student with more than one disability (e.g., LD/ED; LD/SLI), **do not need to be endorsed** in all areas of student's disabilities. However, the student must receive some services for each disability from appropriately endorsed personnel (e.g., placed with teacher endorsed in LD for academic services, with teacher endorsed in ED for affective education; placed with teacher endorsed in LD for academic services, with speech-language pathologist for communication skills).

Teacher caseloads must include all students to whom they provide special education. Students receiving special education services from more than one special education teacher must be counted on the caseloads of each teacher.

C. Combined Self-Contained/Resource

1. **Definition:** Combined self-contained/resource programs are programs mixing students of one disability category. Some students receive special education services 50 percent or more of the day, some receive services less than 50 percent of the day.

2. **Class mix:** Combined self-contained/resource programs are for students with one primary disability category. The standards for self-contained programs apply.

   Students with different secondary disability categories may receive services in self-contained settings if their primary disability is the same (e.g., student with LD, student with LD/ED and student with LD/SLI).

   Non-categorical primary (K-2) special education programs, for students identified as developmentally delayed (DD) may include certain students with identified disabilities, when student learning needs are similar.

   Students identified with traumatic brain injury may be placed in any program, in accordance with their IEP.

3. **Caseload:** Caseload maximums for teachers serving students receiving self-contained (S/C) services and students receiving resource (R) services are computed on the basis of a maximum point value of 20. To determine the value for a class, the following procedure should be used (refer to Figure A):

   1. Determine the value to be assigned a student receiving self-contained instruction under the disability category (e.g. S/C LD with paraprofessional = 2).

2. Multiply the number of self-contained students by the assigned value (8 students x 2 = 16).

3. Add this total value for self-contained to the number of resource students (16 points + 3 R students = 19).

4. This total combined value cannot exceed the maximum value of 20.

FIGURE A. VALUES FOR SELF CONTAINED STUDENTS WHEN COMBINED WITH RESOURCE

Disability Category	With 100% Para-professional	Without Para-professional
Autism	2.5	3.3
Deaf-Blind	2.5	3.3
Developmental Delay: age 5-7	2.0	2.5
Educable Mental Retardation:		
Primary	1.8	2.2
Elementary	1.5	2.0
Middle School	1.3	2.5*
Senior High	1.2	2.5*
Trainable Mental Retardation	2.0	2.5
Hard of Hearing	2.0	2.5
Multihandicapped	2.5	3.3
Orthopedic Impairment	2.0	2.5
Other Health Impairment	2.5	3.3
Serious Emotional Disturbance	2.0	2.5
Specific Learning Disability	2.0	2.5

* Per 1992 General Assembly budget

4. **Teacher assignment:** Figure C prescribes teacher assignment standards. The following additional criteria apply:

   Teachers may provide some services specific to students' IEPs outside of their endorsement areas(s). However, the students must receive the majority of their services from a teacher endorsed to serve their area of disability (e.g., student with EMR receives social skills instruction from a teacher endorsed in ED but receives the majority of services from a teacher endorsed in MR).

Teachers providing services to a student with more than one disability (e.g., LD/ED; LD/SLI), **do not need to be endorsed** in all areas of student's disabilities. However, the student must receive some services for each disability from appropriately endorsed personnel (e.g., placed with teacher endorsed in LD for academic services, with teacher endorsed in ED for affective education; placed with teacher endorsed in LD for academic services, with speech-language pathologist for communication skills).

Teacher caseloads must include all students to whom they provide special education. Students receiving special education services from more than one special education teacher must be counted on the caseloads of each teacher.

D. Departmentalized Programs, at all levels

1. **Definition:** A departmentalized program allows several special education teachers to subdivide the curriculum, allowing each to teach in fewer content areas. Departmentalized programs may include collaborative, consulting or team teaching models offered in general class settings, in addition to traditional special education classes.

   Departmentalized special education programs must meet the following standards:

   a. the general education program in that building uses a departmentalized model;

   b. teachers are assigned to subject matter on the basis of their expertise (e.g., one endorsed teacher has instructional skills in reading while another has instructional skills in math);

   c. student placements are based upon similar learning needs (as defined in their IEPs).

   d. courses offered for graduation credit must comply with the Standards for Accrediting Public Schools in Virginia, particularly the number of hours of instruction.

2. **Class mix:** Departmentalized programs may mix students of different disability categories if students receive services from at least one teacher who holds endorsement in their area(s) of disability (see item #4).

3. **Caseload:** Departmentalized models may include students who are considered self-contained and students who are considered resource.

   The maximum caseload is 24 students, **if all of the students are considered resource students** (e.g. 2/6 periods or 3/7 periods in special education). Building averages must be 24 students or less per teacher.

If the Departmentalized model includes students who are considered self-contained students, caseload maximums are computed in the same manner as under section D. Combined Self-Contained/Resource. The maximum point value per teacher must be 20. Building averages must be 20 points or less per teacher.

The following maximums per class period apply:

14 students:	Similar student/achievement levels: One subject area and level taught to all students, e.g., English 9
10 students:	Varying student achievement levels: More than one subject area and level taught in one period, e.g., English 7 and 8; English 8 and General Math 8

Teacher caseloads must include all students to whom they provide special education. Students receiving special education services from more than one special education teacher must be counted on the caseloads of each teacher.

Special education teachers also may teach in general eduction, if endorsed in the assigned area(s). However, a reduction in the teacher's special education caseload must be made in proportion to the percent of school time spent teaching in general education (e.g., 2/6 periods assigned to general education would reduce the maximum special education caseload allowed by 1/3).

4. **Teacher assignment**: Figure C prescribes teacher assignment standards. The following additional criteria apply:

Teachers may provide some services specific to students IEPs outside of their endorsement areas(s). However, the students must receive services from a teacher endorsed to serve their area of disability.

Teachers providing services to a student with more than one disability (e.g., LD/ED; LD/SLI), **do not need to be endorsed** in all areas of student's disabilities. However, the student must receive some services for each disability from appropriately endorsed personnel. (e.g., placed with teacher endorsed in LD for academic services, with teacher endorsed in ED for affective education; placed with teacher endorsed in LD for academic services, with speech-language pathologist for communication skills).

E. Early Childhood Special Education Programs

1. **Definition:** Students of preschool ages (2 - 5) eligible for special education receive early childhood special education programs.

Preschool aged students with disabilities must receive the full range and amount of services necessary. A full day (5 1/2 hours) program should be available to all students. A shorter program may be provided, if determined appropriate by the IEP committee and included in the student's IEP.

2. **Class mix**: Early childhood special education programs may mix preschool aged students with different disabilities.

3. **Caseload**: Figure B prescribes caseload standards.

4. **Teacher assignment**: Figure C prescribes teacher assignment standards. The following additional criteria apply:

   A teacher endorsed in hearing impairment may serve as the primary service provider for preschool aged students identified as hard of hearing or deaf. However, this teacher must have evidence of coursework in the following two areas: normal growth and development from birth to age five and early childhood special education curriculum and program development.

F. WAIVERS OF SPECIAL EDUCATION PROGRAM STANDARDS

Conditions: Virginia school division superintendents must request a waiver of these standards when the programs provided for students with disabilities are outside the boundaries of these program standards, and **must** receive the approval from the Department of Education. This approval is in the form of a waiver of Special Education Program Standards.

Requesting a Waiver: Division superintendents may request a waiver of program standards. The school division must complete a separate request for each class/caseload. The Department of Education grants waivers on a class-by-class (caseload-by-caseload) basis, according to the description of the class provided by the local school division. The school division must notify the Department of Education if the student population in the class changes in any way.

Timelines: Waiver of special education program standards requests are to be submitted to the Associate Specialist for Special Education Personnel Development by the local school division superintendent using the **Program Standards Waiver Request Data Form 1992-93** within 30 days of placement/assignment outside of the boundaries of these standards.

Submission of requests requests during the summer, prior to the school year in which the waiver is needed, is encouraged. Requests for continuation of a model approved in the previous school year, should be submitted before September 1 of the school year.

FIGURE B. SPECIAL EDUCATION MAXIMUM CLASS/CASELOADS

	Self Contained		Resource
Disability Category	With 100% Para-professional	Without Para-professional	
Autism	8*	6*	24
Deaf-blind	8*	6*	
Developmental Delay: age 5-7 (Non-Categorical K - 2nd)	10	8	
Developmental Delay: age 2-5	8 Center Based 10 Combined**	12 Home Based and/or Itinerant	
Educable Mental Retardation:			
Primary	11	9	24
Elementary	13	10	24
Middle School	15	8***	24
Secondary	17	8***	24
Trainable Mental Retardation	10*	8*	
Hard of Hearing/Deaf	10	8	24
Multihandicapped	8*	6*	
Orthopedic Impairment	10	8	8
Other Health Impairment	10	8	8
Serious Emotional Disturbance	10	8	24
Severely and Profoundly Handicapped	8*	6*	
Specific Learning Disability	10	8	24
Speech and/or Language Impairment	10	8	75 (itinerant)
Traumatic Brain Injury	May be placed in any program, according to IEP.		
Mixed Category (SLD, ED, EMR, HI, OHI, TBI)			20 points

* Maximum caseload when integrating students into general classroom.

** Combined includes center-based preschoolers plus home based and/or itinerant preschoolers

*** Per 1992 General Assembly budget.

FIGURE C. SPECIAL EDUCATION TEACHER ASSIGNMENT REQUIREMENTS

Disability Category	Endorsement
Autism Deaf-blind Multihandicapped	severe disabilities OR any other special education endorsement, as appropriate to student needs
Developmental Delay: age 2-5	early childhood special education
Educable Mental Retardation Primary Elementary Middle Secondary	mental retardation
Emotional Disturbance	emotional disturbance
Hard of Hearing/Deaf	hearing impairment
Specific Learning Disabilities	specific learning disabilities
Severely and Profoundly Handicapped	severe disabilities
Visually Impaired	visual impairment
Developmental Delay: age 5-7 (Non-Categorical K-2nd) Orthopedically Impaired Other Health Impairment* Traumatic Brain Injury	any special education endorsement, as appropriate to student needs
Speech and/or Language Impaired a. itinerant b. self-contained	a. speech/language disorders b. speech/language disorders and have either elementary instruction, learning disabilities, or hearing impairment for S/C class

* certain students with Other Health Impairment may be served by appropriate pupil personnel staff, as determined by the IEP

Appendix B: Site Visits

Training Forms

Data Collection Forms

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Blacksburg, Virginia 24061
INSTITUTE FOR THE STUDY OF EXCEPTIONALITIES

SITE VISIT TEAM PROPOSED SCHEDULE

This is a general outline of what to expect when you are part of a site visit team and out in the field gathering information. This plan is based on the assumption that site visits will take three days. Site visit team members over a three day period will be: trained, gather information, and complete some general summary forms. The team will be based out of a hotel/motel and will travel to identified sites (classrooms) to gather information.

DAY ONE

8:30 AM - 11:00 AM	Team member training Orientation - review of purpose, goals, and expectation of site visits. Training - case study methodology, interviewing, confidentiality, record review strategies, and data gathering forms. Operational logistics of site visit.
11:00 - 12:30	Lunch and travel to school
12:30 - 4:30	Data gathering and record reviews
----------	Dinner
8:00	Meeting with research team and facilitator

DAY TWO

8:30 - 4:30	Travel, work, lunch, and work on site(s)
----------	Dinner
7:00	Interview working parents when appropriate
8:00	Meeting with research team and facilitator

DAY THREE

8:30 - 12:00	Wrap up of information gathering
----------	Lunch
1:00 - 3:00	Complete summary forms

April 10, 1992

SITE VISIT TRAINING

FOCUS OF PHASE ONE -- SITE VISITS

1. Gather information of a qualitative and quantitative nature about classrooms that have waivers for either class size or class mix and those that do not.
2. Exploratory phase of project which builds on the waiver data analysis report, literature review, steering and stakeholder meetings to date, and field testing of the site visit forms and interviews.
3. Gather information about special education standards.

GOAL OF SITE VISIT

1. To gain an understanding of what is happening in special education classes with waivers and without waivers.
2. To generate exploratory information about the academic and functioning levels, self concepts, and motivational and behavioral characteristics about all students in selected sites (classrooms).
3. To describe the educational processes and outcomes of a group of selected special education students, their parents, and general and special education teachers.
4. To discover additional issues of critical interest for the research project.
5. To generate further hypotheses which will drive phase two of the research project (state-wide survey).

DATA COLLECTION

1. Data collection teams were formed from available statewide stakeholders.
2. One team member will gather information from the special education director and school principals in each LEA.
3. The majority of team members will function as case managers and gather information about two or three identified students.
4. One or more team member will be assigned to do record reviews at each school.
5. Each team will have a DOE facilitator who will visit the LEA superintendent at the beginning and completion of work at site and support all logistics of the site visit.
6. Research team members from Virginia Tech will coordinate the data collection functions and participate in many of the data gathering activities.
7. Through the use of data collection forms information will be gathered systematically across all sites.
8. Field notes, record review forms, interviews, observational data, and summary statements will be used for analysis.

DESIGN CHARACTERISTICS

1. Record reviews, including the copying of students', will be done.
2. Teacher questionnaires about all students will be completed.
3. Case studies will be used to gather information about selected special education students.
4. Observational data will be gathered about each classroom that has students identified as case studies.
5. Interviews will be conducted with administrative and teaching personnel in each LEA.

SETTING

1. LEA's with waivers have been selected.
2. Schools and special education classes with and without waivers have been selected.
3. Students within each classroom have been selected.
4. General education teachers who teach selected students have been selected.

SAMPLE

1. Purposeful sampling has generated students from elementary through high school to be investigated.
2. Student with the following disabilities have been selected: EMR, TMR, SLD, and SED.
3. Students represent the gender and racial make-up of selected special education classes.

DATA ANALYSIS

1. Quantitative methods of analysis will be used (e.g. descriptive statistics, factor analysis, validity assessment).
2. Qualitative methods of analysis will be used (e.g. clustering, themes and patterns, unordered meta-matrix, content analysis, case survey).

FINDINGS

1. To be based on all three field visits.
2. Will involve intra-case and cross-case analysis using quantitative and qualitative research methods.

SPECIAL EDUCATION DIRECTOR SURVEY

Interviewer Name ______________________ Date of Interview _ _ /_ _ /_ _

Person Interviewed ______________________ Title______________________

LEA ______________________________ code _ _ _

Gender __(0) Male __(1) Female

How many years have you worked in the field of education? _ _

How many years have your held your current position? _ _

Have you been a general or special education teacher before (if yes complete the following)?

______ no ______ yes (____ years as general ed. teacher;___ years as sp.ed. teacher)

How old are you ? _ _

How many students attend school in your LEA? _ _ _ _ _ _

How many special education students are there in your LEA? _ _ _

How many special education teachers are there in your LEA? _ _

How many special education students are there on/under waivers in your LEA? _ _

In your LEA, tell me the following information about special education students. Please think in percentages for your answers.

Attendance ___% ___(don't know)

Graduation ___% ___(don't know)

Dropout ___% ___(don't know)

Suspension ___% ___(don't know)

What are some emerging national special education trends or issues that you see today?

What special education trends or issues are especially important in your LEA at this time?

On a one to ten scale how does mixing students with different disabilities (ie. SLD with SED, EMR with SLD, etc.) effect the following areas:

Quality of instruction in class
significantly increases quality .... significantly decreases quality

1 2 3 4 5 6 7 8 9 10

Teacher satisfaction with class
makes teachers very happy .... makes teachers very unhappy

1 2 3 4 5 6 7 8 9 10

Parent satisfaction with class
makes parents very happy .... makes parents very unhappy

1 2 3 4 5 6 7 8 9 10

Supervising special education teachers in your LEA
makes it very easy . . . . makes it very difficult

1 2 3 4 5 6 7 8 9 10

Class discipline problems
makes for no new discipline problems . . . . makes for many new discipline problems

1 2 3 4 5 6 7 8 9 10

When you mix students with different disabilities in your LEA what else have you noticed happens?

The following questions are about the class size of special education classes (student - teacher ratio). For one teacher without an aide, what would you consider to be an ideal number of students, a manageable number of students, and an unmanageable number of students for the following disability groups in your LEA?

Resource Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

Self-contained Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

For one teacher with a full-time aide, what would you consider to be an ideal number of students, a manageable number of students, and an unmanageable number of students for the following disability groups in your LEA?

Resource Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

Self-contained Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

What are your major concerns, if any, about exceeding class size limits in your LEA?

General education teachers are being asked more and more frequently to include students with disabilities into their classrooms.

In general in your LEA, how effective are general education teachers in including students with disabilities into their classrooms?

very effective . . . . not at all effective

1 2 3 4 5 6 7 8 9 10

What percentage of general education teachers want to be a part of the inclusion/integration movement in special education in your LEA?

_____ percentage

In your experience to date, how would you rate the quality of general education instruction in your LEA?

everything a LEA could want . . . . lacking everything a LEA could want

1 2 3 4 5 6 7 8 9 10

In your experience to date, how would you rate the quality of special education instruction in your LEA?

everything a LEA could want . . . . lacking everything a LEA could want

1 2 3 4 5 6 7 8 9 10

We know that parental involvement is being touted as one of the mechanisms by which student academic achievement can be increased. On a scale of one to ten how would you rate the following:

Special education parental involvement (volunteer) in your LEA

extremely involved . . . . extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Special education parental involvement (in supporting the special education program) in your LEA?

extremely involved . . . . extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Special education parental involvement (in supporting the general education program) in your LEA?

extremely involved . . . . extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Are the special education teachers satisfied with the special education parental involvement that exists in your LEA?

extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Are the regular education teachers satisfied with the special education parental involvement that exists in your LEA?

extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your LEA are special education parents satisfied with the special education program?

extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your LEA are special education parents satisfied with the general education program?

extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

How important do you really believe that special education parental involvement is in general?

extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

How important do you really believe that special education parental involvement is in their childs' academic learning or academic growth?

extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

We know that students' and teachers' satisfaction can student influence learning. In your LEA how would you rate on a scale of one through ten the following:

Special education student satisfaction in their special education classes
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Special education students satisfaction in their regular education classes
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

General education teachers satisfaction with special education teachers in your LEA?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Special education teachers satisfaction with general education teachers in your LEA?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your opinion, how important are the present special education program standards in promoting quality special education programs?

extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

In what ways do Special Education Program Standards promote quality instruction for students in your LEA?

In what ways do Special Education Program Standards limit your ability to provide quality instruction for students in your LEA?

Do you have comments, questions, or suggestions about the present study?

SCHOOL ADMINISTRATOR SURVEY

Interviewer Name ______________________ Date of Interview __ __ /__ __ /__ __

Person Interviewed ______________________ Title______________________

Gender __(0) Male __(1) Female

How many years have you worked in the field of education? __ __

How many years have your held your current position? __ __

How old are you ? __ __

Name of school district ______________________________ code __ __ __

Name of school ______________________________ code __ __ __ __

School is located in a (_____ urban _____ rural _____ suburban) setting

Schools has the following grade levels (from __ to ___)

School type (__elementary __middle/junior __high/secondary __other (specify)____________

How many students attend school in your building? __ __ __ __ __

How many special education students are there in your building? __ __ __

How many general education teachers are there in your building? __ __

How many special education teachers are there in your building? __ __

How many special education students are there on/under waivers in your building? __ __

In your building, tell me the following information about general education and special education students. Please think in percentages for your answers. If any of these education indicators do not apply to your school type please response with not applicable (NA).

	General education students	Special ED. Students
Attendance	___% ___(don't know) ___(NA)	___% ___(don't know) ___(NA)
Graduation	___% ___(don't know) ___(NA)	___% ___(don't know) ___(NA)
Dropout	___% ___(don't know) ___(NA)	___% ___(don't know) ___(NA)
Suspension	___% ___(don't know) ___(NA)	___% ___(don't know) ___(NA)

What are some emerging national special education trends or issues that you see today?

What special education trends or issues are especially important in your building at this time?

On a one to ten scale how does mixing students with different disabilities (ie. SLD with SED, EMR with SLD, etc.) effect the following areas:

Quality of instruction in class
significantly increases quality .... significantly decreases quality

1 2 3 4 5 6 7 8 9 10

Teacher satisfaction with class
makes teachers very happy .... makes teachers very unhappy

1 2 3 4 5 6 7 8 9 10

Parent satisfaction with class
makes parents very happy .... makes parents very unhappy

1 2 3 4 5 6 7 8 9 10

Supervising special education teachers in your building
makes it very easy .... makes it very difficult

1 2 3 4 5 6 7 8 9 10

Class discipline problems
makes for no new discipline problems .... makes for many new discipline problems

1 2 3 4 5 6 7 8 9 10

When you mix students with different disabilities in your building what else have you noticed happens?

For one teacher without an aide, what would you consider to be an ideal number of students, a manageable number of students, and an unmanageable number of students for the following disability groups in your school?

Resource Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

Self-contained Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

For one teacher with a full-time aide, what would you consider to be an ideal number of students, a manageable number of students, and an unmanageable number of students for the following disability groups in your school?

Resource Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

Self-contained Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

What are your major concerns, if any, about exceeding class size limits in your school?

General education teachers are being asked more and more frequently to include students with disabilities into their classrooms.

How effective are general education teachers in providing facilitating the inclusion of students with disabilities into their classrooms?

very effective . . . . not at all effective

1 2 3 4 5 6 7 8 9 10

What percentage of general education teachers want to be a part of the inclusion/integration movement in special education?

_____ percentage

In your experience to date, how would you rate the quality of general education instruction in your school?

everything a sch. adm. could want . . . . lacking everything a sch. adm. could want

1 2 3 4 5 6 7 8 9 10

In your experience to date, how would you rate the quality of special education instruction in your school?

everything a sch. adm. could want . . . . lacking everything a sch. adm. could want

1 2 3 4 5 6 7 8 9 10

We know that parental involvement is being touted as one of the mechanisms by which student academic achievement can be increased. On a scale of one to ten how would you rate the following:

Special education parental involvement (volunteer) your school
extremely involved . . . . extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Special education parental involvement (in supporting the special education program) your school?
extremely involved . . . . extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Special education parental involvement (in supporting the general education program) your school?
extremely involved . . . . extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Are the special education teachers satisfied with the special education parental involvement that exists in your school?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Are the regular education teachers satisfied with the special education parental involvement that exists in your school?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your school are special education parents satisfied with the special education program?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your school are special education parents satisfied with the general education program?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

How important do you really believe that special education parental involvement is in general?
extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

How important do you really believe that special education parental involvement is in their childs' academic learning?
extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

We know that students' and teachers' school satisfaction can influence learning. In your school how would you rate on a scale of one through ten the following:

Special education student satisfaction in their special education classes
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Special education students satisfaction in their regular education classes
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

General education teachers satisfaction with special education teachers
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Special education teachers satisfaction with regular education teachers
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your opinion, how important are the present special education program standards in promoting quality special education programs?

extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

In what ways do Special Education Program Standards promote quality instruction for students in your building?

In what ways do Special Education Program Standards limit your ability to provide quality instruction for students in your building?

Do you have comments, questions, or suggestions about the present study?

SPECIAL EDUCATION TEACHER INTERVIEW

Interviewer Name ______________________ Date of Interview __ __ /__ __ /__ __

Person Interviewed ______________________ Title______________________

Gender __(0) Male __(1) Female

How many years have you worked in the field of education? __ __

How many years have your held your current position? __ __

How old are you ? __ __

Name of school district ______________________________ code __ __ __

Name of school ______________________________ code __ __ __ __

School is located in a (_____ urban _____ rural _____ suburban) setting

Schools has the following grade levels (from __ to ___)

School type (__elementary __middle/junior __high/secondary __other (specify)___________

What are some emerging national special education trends or issues that you see today?

What special education trends or issues are especially important in your building at this time?

On a one to ten scale how does mixing students with different disabilities (ie. SLD with SED, EMR with SLD, etc.) effect the following areas:

Quality of instruction in class
significantly increases quality . . . . significantly decreases quality

1 2 3 4 5 6 7 8 9 10

Teacher satisfaction with class
makes teachers very happy . . . . makes teachers very unhappy

1 2 3 4 5 6 7 8 9 10

Parent satisfaction with class
makes parents very happy . . . . makes parents very unhappy

1 2 3 4 5 6 7 8 9 10

Class discipline problems
makes for no new discipline problems . . . . makes for many new discipline problems

1 2 3 4 5 6 7 8 9 10

When you mix students with different disabilities in your building what else have you noticed happens?

The following questions are about class size (number of students per teacher) in special education classes. For one teacher without an aide, what would you consider to be an ideal number of students, a manageable number of students, and an unmanageable number of students for the following disability groups in a classroom?

Resource Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

Self-contained Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

For one teacher with a full-time aide, what would you consider to be an ideal number of students, a manageable number of students, and an unmanageable number of students for the following disability groups in a classroom?

Resource Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

Self-contained Class

	SLD	SED	EMR	TMR
ideal				
manageable				
unmanageable				

What are your major concerns, if any, about exceeding class size limits in your classroom?

General education teachers are being asked more and more frequently to include students with disabilities into their classrooms.

How effective are general education teachers in providing facilitating the inclusion of students with disabilities into their classrooms?

very effective . . . . not at all effective

1 2 3 4 5 6 7 8 9 10

What percentage of general education teachers want to be a part of the inclusion/integration movement in special education?

_____ percentage

In your experience to date, how would you rate the quality of general education instruction in your school?

everything a school could want . . . . lacking everything a school could want

1 2 3 4 5 6 7 8 9 10

In your experience to date, how would you rate the quality of special education instruction in your school?

everything a school could want . . . . lacking everything a school could want

1 2 3 4 5 6 7 8 9 10

We know that parental involvement is being touted as one of the mechanisms by which student academic achievement can be increased. On a scale of one to ten how would you rate the following:

Special education parental involvement (volunteer) your school
extremely involved .... extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Special education parental involvement (in supporting the special education program) your school?
extremely involved .... extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Special education parental involvement (in supporting the general education program) your school?
extremely involved .... extremely uninvolved

1 2 3 4 5 6 7 8 9 10

Are you satisfied with the special education parental involvement that exists in your school?
extremely satisfied .... extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Do you believe that regular education teachers satisfied with the special education parental involvement that exists in your school?
extremely satisfied .... extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your school are special education parents satisfied with the special education program?
extremely satisfied .... extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

In your school are special education parents satisfied with the general education program?
extremely satisfied .... extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

How important do you really believe that special education parental involvement is in general?
extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

How important do you really believe that special education parental involvement is in their childs' academic learning?
extremely important . . . . extremely unimportant

1 2 3 4 5 6 7 8 9 10

We know that students' and teachers' school satisfaction can influence learning. In your school how would you rate on a scale of one through ten the following:

Special education student satisfaction in their special education classes
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Special education students satisfaction in their regular education classes
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

General education teachers satisfaction with special education teachers in your school?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

Special education teachers satisfaction with regular education teachers in your school?
extremely satisfied . . . . extremely dissatisfied

1 2 3 4 5 6 7 8 9 10

SUPPLEMENTAL QUESTIONS

S1. At times, teaching can be a very stressful job. Speaking about your current assignment, what do you feel are some of the major stress causing factors?

____ (0) Class Size or Class Mix
____ (1) Dealing with the administration
____ (2) Dealing with parents
____ (3) Dealing with students
____ (4) Lack of time
____ (5) Paperwork
____ (6) Physical safety
____ (9) Other (please specify)____________________________________

S2. Other times, teaching can be a very rewarding career. What factors influence you to stay in your current assignment?

____ (0) Money
____ (1) Only job qualified to do
____ (2) The students
____ (3) Do not wish to relocate
____ (9) Other (please specify)____________________________________

S3. Let's assume that you are also a certified general education teacher. If there was a position open at the school in which you are currently teaching, and you were offered that position, what to you think you would do?

____ (0) definitely take the job
____ (1) might take the job
____ (2) probably would not take the job
____ (3) definitely would not take the job
____ (4) it would depend on the job
____ (9) Other (please specify)____________________________________

S4. In comparing yourself to the regular education teachers in your school, how do you consider yourself as on overall teacher?

____ (0) above average ____ (1) average ____ (2) below average

S5. What activities do you engage in to expand your professional knowledge and skills?

____ (0) graduate courses
____ (1) in-service workshops
____ (2) professional organizations (conferences, symposiums, etc.)
____ (3) insight from "master teachers"
____ (9) Other (please specify)____________________________________

S6. Special education teachers often work informally with students not having IEP's. How many of this type of student do you regularly see? ____ # of Students

SPECIAL EDUCATION TEACHER QUESTIONNAIRE

To be completed by a special education teacher. Please complete the following questionnaire to the best of your ability. Your assistance in this information is greatly appreciated.

---

1. Name:______________ ________________ Date:__ __/__ __ /__ __
(Last, First)
2. SSN:__ __ __-__ __-__ __ __ __ Age:_________
School:_____________________________ ID: __ __ __ __
LEA:________________________________ ID: __ __ __

3. Type of Certification(s):_______________________________________

4. What is the highest degree that you have attained?_______________

5. Do you plan to obtain a higher degree? _____(0) yes _____(1) no
a) If yes, in what area?____

6. How many years have you taught special education?
____ Years self-contained _____ Years in resource Room

7. How many years have you taught general education?_________________

8. How many years have you been teaching at your current school?____

9. a) How many of the following do you have to assist you in your classes?
_____ (0) paraprofessionals/aides
_____ (1) volunteers
_____ (9) other (please specify)________________________
b) Frequency: ______Days per week ______Hours per week

10. Do you belong to any professional organizations?
____ (0) yes, which ones?_____________________________________
____ (1) no

11. Do you subscribe to any professional publications?
____ (0) yes, which ones_____________________________________
____ (1) no

12. In an average week, how many hours day do you spend doing each of the following:
_____ (0) Direct Teaching
_____ (1) Doing Paperwork
_____ (2) Testing/Assessing Students Individually
_____ (3) Preparation/Organizing for Teaching
_____ (4) Attending Special Education Meetings, Intervention Committees, Parent Conferences, etc.
_____ (5) Attending General School Meetings
_____ (6) Duties
_____ (9) Other (specify)________________________________

13. We know that your day is complicated. In order to share with others just how complicated it is, we ask that you take a moment to share with us some much needed information. On the table below, please tell us how many students you work with during each hour for each day of the week. Also tell us the number of instructional groups and the number of additional adults in the room.

Example : Suppose on Monday during the first hour you had 7 students under your instruction and they were broken into 2 instructional groups. You would place a 7 in the first blank space and a 2 in the second. Additionally, if there was 1 aide to assist you, then you would place a 1 just below the other two numbers in the parenthesis. Your answer would look like this:

Monday _7_ _2_
(1)

KEY
#S = Number of Students
#G = Number of Groups
#A = Number of Additional Adults

	Hours of the Day						
Days of the Week	1 #S #G #A	2 #S #G #A	3 #S #G #A	4 #S #G #A	5 #S #G #A	6 #S #G #A	7 #S #G #A
Monday	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )
Tuesday	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )
Wednesday	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )
Thursday	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )
Friday	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )	___ ___ ( )

This space is provided for an additional hour or for comments concerning the chart.

INFORMATION ABOUT ALL SPECIAL EDUCATION STUDENTS
COMPLETED BY THE SPECIAL EDUCATION TEACHER

Sent to: ______________________________ Date: __ __/____/____
SSN: ___ ___ ___-___ ___-___ ___ ___ ___
School: ______________________________ ID: ___ ___ ___ ___
LEA: ______________________________ ID: ___ ___ ___

Position of Person Completing this form:
- ____ (00) Special Education Teacher
- ____ (01) Paraprofessional/Aide
- ____ (02) Volunteer
- ____ (03) Administrative Assistant
- ____ (04) Other(please specify):______________________________

Please collect the following information on the designated student.

1. a) Student's Name______________________________
   b) Student's ID#: ___ ___ ___-___ ___-___ ___ ___ ___
2. Student's Date of Birth: __ __/__ __/__ __ (mo./day/yr)
3. Gender _____ (0) Male _____ (1) Female
4. Race (Check only one):
   - _____ (0) White, not of Hispanic Origin
   - _____ (1) Asian or Pacific Islander
   - _____ (2) Black, not of Hispanic Origin
   - _____ (3) Hispanic
   - _____ (4) American Indian or Alaskan Native
5. What is the student's primary disability?
   - _____ Educable Mental Retardation (EMR)
   - _____ Seriously Emotionally Distrubed (SED)
   - _____ Specific Learning Disability (SLD)
   - _____ Trainable Mental Retardation (TMR)
6. PARENT INFORMATION:
   - a. Fathers highest level of education ______________________
     Fathers occupation (as specific as possible) ______________
   - b. Mothers highest level of education ______________________
     Mothers occupation (as specific as possible) ______________

Student Information

7. OVERALL READING INFORMATION (From most recent test):
   a. Test Name (Check only one)
   - ____ (00) Woodcock-Johnson (Reading Cluster)
   - ____ (01) Woodcock-Johnson Revised (Reading Cluster)
   - ____ (02) Woodcock Reading Mastery
   - ____ (03) Woodcock Reading Mastery Revised
   - ____ (04) K-TEA Comprehensive Form Reading
   - ____ (05) K-TEA Brief Form Reading
   - ____ (06) WRAT or WRAT-R

____ (07) Stanford Diagnostic Reading Test
____ (08) PIAT Reading Comprehension
(preferred over PIAT Reading Recognition)
____ (09) PIAT Reading Recognition
____ (10) PIAT-Revised Reading Comprehension
(preferred over Reading Recognition)
____ (11) PIAT-Revised Reading Recognition
____ (99) Other________________________________

b. Grade Equivalent Score: ___ ___.___
c. Standard Score: ___ ___ ___
d. Date of Testing: __ __/__ __/__ __
month day year

7. OVERALL MATH INFORMATION (From most recent test)

a. Test Name (Check only one)
____ (00) Woodcock-Johnson (Math Cluster)
____ (01) Woodcock-Johnson Revised (Math Cluster)
____ (02) KeyMath
____ (03) KeyMath-Revised
____ (04) PIAT
____ (05) PIAT Revised
____ (06) WRAT
____ (07) WRAT-Revised
____ (08) K-TEA Comprehensive Form Math
____ (09) K-TEA Brief Form Math
____ (10) Stanford Diagnostic Math Test
____ (99) Other________________________________

b. Grade Equivalent Score: ___ ___.___
c. Standard Score: ___ ___ ___
d. Date of Testing: __ __/__ __/__ __
month day year

9. We all know that test scores are not always a true indication of a students progress. We would like your best estimate of this students progress in the following academic areas:

a) Reading Grade Equivalent Estimate: ___ ___.___
b) Math Grade Equivalent Estimate: ___ ___.___
If available,
c) Written Language: ___ ___.___
d) Science: ___ ___.___
e) Social Studies: ___ ___.___

10. For the following pairs of words, please place an X along the continuum that best describes this student.

very lazy . . . . very hardworking
I____I

very negative about work . . . . very positive about work
I____I

very unmotivated . . . . very motivated
I____I

very compliant . . . . very defiant
I____I

never attends to task . . . . always attends to task
I____I

very distractable . . . . not at all distractive
I____I

always completes work . . . . never completes work
I____I

feels very good about self . . . . feels very bad about self
I____I

always is in trouble . . . . never is in trouble
I____I

believes more in luck . . . . believes more in hard work
I____I

always controls actions . . . . never controls actions
I____I

has low educational aspirations . . . has high educational aspirations
I____I

best served in self-contained . . . . best served in mainstream
I____I

does not belong in sp.ed. . . . . belongs in sp.ed.
I____I

very aware is in sp.ed class . . not at all aware is in sp.ed. class
I____I

very much likes sp.ed. classes . . . . does not like sp.ed. class
I____I

II. Percent of participation in regular education ____%

III. Extent of participation with non-handicapped students

	Activity	Amount time per week
Academic	____________________	________
	____________________	________
	____________________	________
Non-Academic	____________________	________
	____________________	________
	____________________	________
Extra-Curricular	____________________	________
	____________________	________
	____________________	________

IV. Intelligence Test Information (Use most recent score)

A. Test Name (Check only one):
____ (0) WISC
____ (1) WISC-R
____ (2) Binet Intelligence Scale
____ (3) WAIS
____ (4) WAIS-R
____ (5) Slosson Intelligence Scale
____ (6) Woodcock-Johnson Cognitive Battery
____ (9) Other______________________________

1. Full Scale or Overall IQ: __ __ __

2. Date of Testing: __ __/__ __/__ __
month day year

3. Were special accommodations made during testing situation? __no __yes __DK

4. Did the test appear to be an accurate assessment of the student's ability?
____ No ____ Yes ____ DK

B. Group Achievement Test Information (From most recent test)

1. Test Name (please check only one)
____ (0) Iowa Test Of Basic Skills (ITBS)
____ (1) California Achievement Test
____ (2) SRA Achievement Series
____ (3) Stanford Achievement Series
____ (4) Metropolitan Achievement Series
____ (5)
____ (9) Other______________________________

2. Date of Testing: __ __/__ __/__ __
month day year

3. Were special accommodations made during the testing situation?
____ (0) No ____ (1) Yes ____ (9) Not available
4. Reading Grade Equivalent Score ___ ___ . ___
a. Reading National Percentile Rank ___ ___
5. Math Grade Equivalent Score ___ ___ . ___
a. Math National Percentile Rank: ___ ___

C. Previous Achievement Test Scores (Spring scores are preferred.)

School Year	Read. G.E.	Test Name	Date	Math G.E.	Test name	Date
91-92						
90-91						
89-90						
88-89						

OBSERVATION OF SPECIAL EDUCATION CLASSROOM

Observation: Please observe the following identified special education class twice during your visit to the school. Your observations should take place during an instructional periods. The purpose of this brief observation is to gather information using **time-sampling**; a snapshot of what is occurring, not an extended observation. This observation should last two to three minutes and no verbal contact should be made with either the teacher(s) or student(s).

Observer ________________________ Date of Interview __ __/__ __/__ __

Name of school district _____________________________ code __ __ __

Name of school _____________________________________ code __ __ __ __

SpEd Teacher's Name ________________________SSN __ __ __-__ __-__ __ __ __

Student's Name______________________________SSN __ __ __-__ __-__ __ __ __

OBSERVATION ONE

Time of day the observation began __ __/__ __ (hour/minute)

Duration of observation __ __ minutes

Teaching methods observed (check all that apply):

____ (0) Peer tutoring
____ (1) Individual instruction
____ (2) Group lecture
____ (3) Small group instruction
____ (4) Activity stations/Learning stations or centers
____ (5) Cooperative learning
____ (9) Other: ____

Please record the number of students in the following activities:
___ ___ number of adults in room working with students
___ ___ number of students in the classroom
___ ___ number of students being instructed individually
___ ___ number of students being instructed in small groups (groups with less than 6 students)
___ ___ number of students working independently
___ ___ number of students not working (off task)
___ ___ number of students on task

OBSERVATION TWO

Time of day the observation began __ __/__ __ (hour/minute)

Duration of observation __ __ minutes

Teaching methods observed (check all that apply):

____ (0) Peer tutoring
____ (1) Individual instruction
____ (2) Group lecture
____ (3) Small group instruction
____ (4) Activity stations/Learning stations or centers
____ (5) Cooperative learning
____ (9) Other: ________________________________

Please record the number of students in the following activities:
___ ___ number of adults in room working with students
___ ___ number of students in the classroom
___ ___ number of students being instructed individually
___ ___ number of students being instructed in small groups (groups with less than 6 students)
___ ___ number of students working independently
___ ___ number of students not working (off task)
___ ___ number of students on task

General impressions of obervation one:

General impressions of obervation two:

CASE STUDY FOR IDENTIFIED SPECIAL EDUCATION STUDENT
COMPLETED BY GENERAL EDUCATION TEACHER

Interviewer Name ______________________ Date of Interview _ _ /_ _ /_ _

Person Interviewed ______________________ Current position______________

School ______________________________ ID __ __ __ __

LEA ________________________________ ID __ __ __

Gender __(0) Male __(1) Female

How many years have you worked in the field of education? _ _

How many years have your held your current position? _ _

How old are you ? _ _

We are interested in gaining indepth information about one of your students. ____________________ is a special education student who is also in your class. Please complete this form to the best of your ability.

Please tell us a little about how this student is in your class?

Case Study - General Ed. Teacher 2

We all know that test scores are not always a true indication of a students educational progress or academic skills. We would like your best estimate of this students progress in the following academic areas:

Reading Grade Equivalent Estimate __ __.__
Math Grade Equivalent Estimate __ __.__
If available:
Written Language Estimate __ __.__
Science Estimate __ __.__
Social Studies Estimate __ __.__

For the following pairs of words, please place an X along the continuum that best describes this student.

very lazy .... very hardworking
I______________________________I

very negative about work .... very positive about work
I______________________________I

very unmotivated .... very motivated
I______________________________I

very compliant .... very defiant
I______________________________I

never attends to task .... always attends to task
I______________________________I

very distractable .... not at all distractive
I______________________________I

always completes work .... never completes work
I______________________________I

feels very good about self .... feels very bad about self
I______________________________I

always is in trouble .... never is in trouble
I______________________________I

believes more in luck .... believes more in hard work
I______________________________I

always controls actions .... never controls actions
I______________________________I

has low educational aspirations .... has high educational aspirations
I______________________________I

best served in self-contained . . . . best served in mainstream
I______________________________________I

does not belong in sp.ed. . . . . belongs in sp.ed.
I______________________________________I

very aware is in sp.ed class . . . . not at all aware is in sp.ed. class
I______________________________________I

very much likes gen. ed. classes . . . . does not like gen. ed. class
I______________________________________I

CS-P

CONFIDENTIAL

PARENT INTERVIEW

Interviewer:___________________ Date of Interview__ __/__ __/__ __
General Ed Teacher's Name: ___________________________
(Last, First)

To Interviewer:

1. Introduce Yourself.
2. Share the purpose of the project. (To find out about the effects of class size and class mix in special education.)
3. Let the parent know we want their opinions. The information they share will be confidential.

Person Interviewed____________________________________
(Last, First)
Student's Gender ____(0) Male ____(1) Female

Relationship to Student:

____ (0) mother
____ (1) father
____ (2) step-mother
____ (3) step-father
____ (9) other (please specify)________ ______________________

How old is your child? ____ yrs ____ mos

What is your child's birthday? __ __/__ __/__ __
mo day year

Where does your child spend the majority of the day?
general education class ___
special education class ___

What grade is your child in ? __ __

What is your child's primary handicapping condition?

SLD _____ ED _____
EMR _____ TMR _____
OHI _____ DD _____
Other ____

How long has your child been in special education? _______ yrs

Have you seen your child's IEP? __ (0)No __ (1)Yes

Did you attend a meeting about your child's IEP? __ (0)No __ (1)Yes

Did you have input in your child's IEP? __ (0)No __ (1)Yes

Do you think your child is progressing toward his/her IEP goals?
__ (0)No __ (1)Yes

(Interviewer: For the following, ask for grade levels of achievement. Low, medium, and high to the right of the decimal is o.k.)

What is your estimate of your childs achievement in
reading _____._____ (grade level)
math _____._____ (grade level)
science _____._____ (grade level)
social studies _____._____ (grade level)

Do you think that your child is working up to his/her potential in
reading _____ yes _____ no
math _____ yes _____ no
science _____ yes _____ no
social studies _____ yes _____ no

What would you like to see your child spend more time doing in school?

Knowing that children change their ideas about what they want to do "when they grow up", what does your child want to be when he/she grows up?

(Interviewer: For the following question, it is not necessary to read the choices. Simply ask the question and check off the answer.)

How much schooling would you like your child to complete?

stay in school till 16	___
graduate High School	___
vocational/trade school	___
2 year college (JR)	___
attend college	___
finish college	___
attend more than 4 yrs of college	___

What does your child like about school?

What does your child dislike about school?

What subject does your child like best in school? ______________
Why?

What subject does your child work hardest at in school? ______________
Why?

What teacher does your child like best in school? ______________________
Why?

Where do you think your child's educational needs can be best served in school -- in general education classes or special education classes?
WHY?

(Interviewer: You can read these to the parent or work through the questions with them. Make sure all are completed.)

We know that students' and parents' school satisfaction can influence learning. In your child's school, how would you rate on a scale of one through ten the following:

Special education students' satisfaction in their special education classes
extremely dissatisfied . . . . extremely satisfied

1 2 3 4 5 6 7 8 9 10

Special education students' satisfaction in their general education classes
extremely dissatisfied . . . . extremely satisfied

1 2 3 4 5 6 7 8 9 10

Special education parents' satisfaction with the special education program
extremely dissatisfied . . . . extremely satisfied

1 2 3 4 5 6 7 8 9 10

Special education parents' satisfaction with the general education program
extremely dissatisfied . . . . extremely satisfied

1 2 3 4 5 6 7 8 9 10

In your opinion, how important are the present special education program standards in promoting quality special education programs?
extremely unimportant . . . . extremely important

1 2 3 4 5 6 7 8 9 10

Comments:

For the following pairs of words, please describe this student by rating him or her on a one to ten scale.

very lazy . . . . very hardworking
1 2 3 4 5 6 7 8 9 10

very negative about work . . . . very positive about work
1 2 3 4 5 6 7 8 9 10

very unmotivated . . . . very motivated
1 2 3 4 5 6 7 8 9 10

very defiant . . . . very compliant
1 2 3 4 5 6 7 8 9 10

never attends to task . . . . always attends to task
1 2 3 4 5 6 7 8 9 10

very distractable . . . . not at all distractable
1 2 3 4 5 6 7 8 9 10

never completes work . . . . always completes work
1 2 3 4 5 6 7 8 9 10

feels very bad about self . . . . feels very good about self
1 2 3 4 5 6 7 8 9 10

always in trouble . . . . never in trouble
1 2 3 4 5 6 7 8 9 10

believes more in luck . . . . believes more in hard work
1 2 3 4 5 6 7 8 9 10

never controls actions . . . . always controls actions
1 2 3 4 5 6 7 8 9 10

has low aspirations . . . . has high aspirations
1 2 3 4 5 6 7 8 9 10

best served in self-contained . . . . best served in mainstream
1 2 3 4 5 6 7 8 9 10

does not belong in special education . . . . belongs is special education
1 2 3 4 5 6 7 8 9 10

not at all aware is in sp. ed. class . . . . very aware is in sp. ed. class
1 2 3 4 5 6 7 8 9 10

does not like sp. ed. class . . . . very much likes sp. ed. class
1 2 3 4 5 6 7 8 9 10

making little progress towards IEP goals . . . . making good progress towards IEP goals
1 2 3 4 5 6 7 8 9 10

We know that parental involvement is being promoted as one of the mechanisms by which student academic achievement can be increased. On a scale of one to ten how would you rate the following:

Special education parental involvement (in supporting the special education program) in your child's school?

extremely uninvolved . . . . extremely involved

1 2 3 4 5 6 7 8 9 10

Comments:

Special education parental involvement (in supporting the general education program) in your child's school?

extremely uninvolved . . . . extremely involved

1 2 3 4 5 6 7 8 9 10

Comments:

How important do you believe that special education parental involvement is in general?

extremely unimportant . . . . extremely important

1 2 3 4 5 6 7 8 9 10

Comments:

How important do you believe that special education parental involvement is for students'academic learning?

extremely unimportant . . . . extremely important

1 2 3 4 5 6 7 8 9 10

Comments:

When you mix students with different disabilities in one special education classroom, what, if any, are the advantages? (Interviewer: Explain that for example this means mixing students who are SLD with SED. This does not refer to mixing special education students with general education students.)

What, if any, are the disadvantages in Mixing?

What are the disadvantages of increasing class size?

What are the advantages of increasing class size?

CS-S

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STUDENT INTERVIEW

Interviewer:____________________ Date of Interview__ __/__ __/__ __

To Interviewer:

1. Introduce Yourself.
2. Share the purpose of the project -- to find out a little about students' schooling. We hope that we can help students learn as much as they can in their classes.
3. Let the student know we want their opinions. The information they share will be confidential.

Date of Birth:__ __/__ __/__ __
mo day year

Gender ____(0) Male ____(1) Female

General Ed Teacher:____________________________
(Last, First)

What would you like to do more in school?

What do you like about school?

What do you dislike about school?

What is your best subject? _______________

What subject do you work hardest in at school? ______________

What class do you like best in school? ________________
Why?

What teacher do you like best in school? ____________________
Why?

I'd like to know how happy you are about school and the people you work with.

Very Unhappy Unhappy Happy Very Happy

How happy are you in Mr./Ms. _______________ **'s class?** (General Ed Teacher)

1 2 3 4

How happy are you in Mr./Ms. _____________ **'s class?** (Special Ed Teacher)

1 2 3 4

How well do you get along with other kids in Mr./Ms. ______________ **'s class?** (General Ed Teacher)

1 2 3 4

How well do you get along with other kids in Mr./Ms. ______________ **'s class?** (Special Ed Teacher)

1 2 3 4

For the following words or phrases, please describe yourself on a scale including usually, sometimes, or never.

(Interviewer: If the child does not understand, please paraphrase. Possible paraphrases are listed below harder words.)

Are you (Do you):	**Usually**	**Sometimes**	**Never**
lazy?	1	2	3
positive about work?	1	2	3
unmotivated? (don't like to work)	1	2	3
compliant? (do what the teacher tells you)	1	2	3
attend to task? (don't do what you're supposed to be doing)	1	2	3
able to tune out distractions? (things don't catch your attention when you're working)	1	2	3
complete work?	1	2	3
feel good about yourself?	1	2	3
get in trouble?	1	2	3
believe in hard work?	1	2	3
control your actions?	1	2	3
belong in Mr./Ms. _________'s class? (special ed.)	1	2	3
like Mr./Ms. _________'s class? (special ed.)	1	2	3
hardworking? (do work hard)	1	2	3
negative about work?	1	2	3
motivated? (likes to work hard)	1	2	3
defiant? (rebellious, don't do what the teacher tells you)	1	2	3

	Usually	Sometimes	Never
pay attention to work? (doing what you're supposed to be doing)	1	2	3
distractable? (you can't keep your mind on work because of things getting your attention)	1	2	3
complete work on time?	1	2	3
feel bad about yourself?	1	2	3
stay out of trouble?	1	2	3
believe in luck?	1	2	3
lose control of yourself?	1	2	3
belong in Mr./Ms. __________'s class? (general ed.)	1	2	3
like Mr./Ms. _________'s class? (general ed.)	1	2	3

Appendix C: Special Education Directors Survey

Follow-Up Letters

COMMONWEALTH *of* VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6-Q
RICHMOND 23216-2060

MEMORANDUM

TO: Local Special Education Directors

FROM: John A. McLaughlin
Chief of Research and Evaluation

RE: Special Education Program Standards Study

DATE: 10/9/92

The purpose of this memo is to enlist your support of the final phase of data collection for the Special Education Standards Study that you have been reading about in our Project Bulletins. As you know, this is a collaborative effort between the Virginia Department of Education and the U.S. Office of Special Education. With the assistance of research teams from Virginia Tech's Institute for the Study of Exceptionalities and the University of Virginia's Evaluation Research Center, the project activities address the Special Education Standards that focus on class size and class mix. Input to the design, conduct, and report of the study has been received from various stakeholder groups including parents, teachers, administrators and students.

We have completed the initial phase of the study which included the conduct of case studies in local school divisions and stakeholder review of preliminary findings. The purpose of phase two is to collect information which will confirm and extend the findings from the case studies. Information will be collected from all special education directors in Virginia and a sample of special education teachers. Teachers will be asked to complete surveys in the Fall and Spring of this year.

The enclosed survey is designed to collect your thoughts regarding class sizes and class mixing for students with disabilities. Please complete the survey and return it to the researchers in the envelope provided.

It is very important that all persons complete and return surveys according to the time frame requested. Note that teachers who return both the Fall and Spring surveys may be able to receive recertification points through their local options.

Thank you, in advance, for taking time out of your busy schedule to complete the survey. If you have any questions or comments, please call Dr. Patricia Abrams at (804) 225-2874.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities
College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Timothy Z. Keith, Ph.D., Professor TZK
Patricia B. Keith, Ph.D., Senior Research Associate pbk

DATE: November 25, 1992

In December of 1991 the Commonwealth received a federal grant to investigate the influences of class size and class mix on special education students' educational outcomes. As part of this Special Education Program Standards Study, we have been contracted to develop the research design and to analyze and report results to the Department of Education.

We have selected randomly over one thousand special education teachers who teach students with learning disabilities (SLD), educable mental retardation (EMR), or serious emotional disturbance (SED). Your name was among the many that were selected for inclusion in this project.

We are requesting that you complete the enclosed survey. The survey asks about your opinions of special education practices and information about your classroom. It also requests the names of children in your classes; this release of student data is an approved special education follow-up study (see the attached letter from Dr. John McLaughlin, Chief of Research & Evaluation). In the Spring of 1993 we will send you another short survey requesting information about one of those children, selected at random. Your responses will remain confidential. We will not report your responses in any individually identifiable manner.

All directors of special education have received a parallel survey and are aware that some of their teachers will be asked to participate in this study.

You may receive continuing education credit as an incentive for participating in this project. If you complete both this survey and the Spring 1993 survey, you will awarded a certificate from Virginia Tech recognizing your participation in a research project. This certificate can then be submitted to your local teacher recertification board for consideration of 1 hour of continuing education credit.

Please read the following page and tell us if you are interested in participating in this project. Return that letter and the enclosed survey to us, using the stamped, self-addressed envelope. If you have any questions about the survey, please contact us at 1-800-848-2714.

Thank you in advance for your assistance in this research project. Please return materials within the next 7 days.

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Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

November 4, 1992

Dear Special Education Director,

Just a short reminder that we have not yet received your Special Education Standards survey back. Please do take the time to complete the survey and return it to us as quickly as possible. You may FAX your responses to 703-231-5672 if you prefer.

If you have any questions or wish to discuss this research please contact me at 703-231-5167 or Patricia Abrams at the Virginia Department of Education (804-225-2874).

Thank you again for your assistance. We apologize if our communications have crossed in the mail!

Sincerely,

Patricia B. Keith, Ph.D.
Research Project Director

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We have not heard from you!
Please return the
Special Education Standards Survey
today!!

If you need another copy of the survey, call 1-800-848-2714.
If you have already returned the survey, we apologize
for our communications crossing in the mail.

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Blacksburg, Virginia 24061-0533

November 20, 1992

TO: Directors of Special Education

FROM: Timothy Z. Keith, Professor TZK
Patricia B. Keith, Senior Research Associate pbk

SUBJECT: Special Education Program Standards Survey

DATE: November 20, 1992

We have not received your Program Standards Survey back and are very interested in receiving it. Enclosed is an additional copy of the survey for your completion. Please complete the survey within the next two days. If you want to contact us, please call us at 1-800-848-2714. You may fax the survey back to us if you prefer; our fax number is 703-231-5672.

The following information was contained within our original letter.

In December of 1991 the Commonwealth received a federal grant to investigate the influences of class size and class mix on special education students' educational outcomes. As part of this Special Education Program Standards Study, we have been contracted to develop the research design and to analyze and report results to the Department of Education.

A two phase research design was implemented in February. Phase one was a preliminary stage of the investigation and involved extensive interviewing of directors of special education, teachers, parents, and students in five LEAs. Phase two involves a fall survey of all Directors of special education and two surveys to special education teachers who work with students who are learning disabled (SLD), educable mentally retarded (EMR), or seriously emotionally disturbed (SED).

We are committed to providing the Department of Education with reliable and valid information. At the same time, we also assure all participants that their responses are confidential.

We would appreciate your completing the enclosed survey and teachers listing, and returning it to us within the next two days. Thank you in advance for your assistance in this research project.

enclosures

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Blacksburg, Virginia 24061-0533

TO: Directors of Special Education

FROM: Timothy Z. Keith, PhD, Professor TZK
Patricia B. Keith, PhD, Senior Research Associate pbk

RE: Fall Teachers' Survey, Special Education Standards Study

DATE: December 1, 1992

When we sent you a survey earlier this fall, we noted that the next step in the Special Education Standards Study would be a statewide survey of Teachers of Special Education. That portion of the study has begun; last week we mailed surveys to over 1,000 teachers selected at random in the Commonwealth.

Because some of the teachers selected were from your LEA, we want to keep you informed of the progress of the Teachers' Survey. Enclosed please find copies of the letters that were sent out with the survey. They explain the purpose and intent of the study and spell out exactly what we are asking teachers to do as participants in the study. They should enable you to answer any questions your teachers might have about the study. Please encourage your teachers to complete and return the surveys in a timely manner.

If you would like a copy of the actual Teacher Survey, or if you have any questions, please feel free to call us at 1-800-848-2714, or Dr. Patricia Abrams at the Department of Education (804-225-2874). Thank you again for your help in this important project.

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College of Education
Blacksburg, Virginia 24061-0533

December 11, 1992

TO: Special Education Directors

FR: Timothy Z. Keith, Professor TZK
Patricia B. Keith, Senior Research Associate pbk

RE: SUPERINTENDENTS MEMO NO. 251 (enclosed copy)
Special Education Program Standards Survey

Enclosed is a copy of Joseph A. Spagnolo, Jr's memo that was sent to all Division Superintendents regarding the Special Education Program Standards Survey. The Commonwealth appears to be very committed to receive full participation in this project.

At a recent meeting some directors of special education were asked by Patricia Abrams if they thought it was better to survey a random group of directors instead of all directors. **The group believed that surveys for the Programs Standards Study should be sent to all directors.**

To date we have not received your survey; another copy of the survey is enclosed. If you are finding it difficult to answer some of the questions, we would appreciate it if you would complete those questions that you feel comfortable in answering. Again thank you for your assistance.

enc. SUPTS. MEMO NO. 231
Program Standards Survey

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COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23216-2120

SUPTS. MEMO NO. 251
November 20, 1992

INFORMATIONAL

TO: Division Superintendents

FROM: Joseph A. Spagnolo, Jr.
Superintendent of Public Instruction

SUBJECT: Special Education Program Standards Study Surveys of Special Education Directors and Teachers

The purpose of this memo is to enlist your support of the final phase of data collection for the state-wide Special Education Standards Study. This study is a collaborative effort between the Virginia Department of Education and the United States Office of Special Education. With the assistance of research teams from Virginia Tech's Institute for the Study of Exceptionalities and the University of Virginia's Evaluation Research Center, the project activities address the Special Education Standards that focus on class size and mixing students with disabilities. Input to the design, conduct, and report of the study has been received from various stakeholder groups including, administrators, teachers, school board member, higher education faculty, parents, and students.

We have completed the initial phase of the study which included the conduct of case studies in local school divisions and stakeholder review of preliminary findings. The purpose of phase two is to collect information which will confirm and extend the findings from the case studies. Information is being collected from all special education directors in Virginia and a sample of special education teachers. Teachers will be asked to complete surveys in the Fall and Spring of this year. It is very important that all persons complete and return surveys according to the time frame requested. Note that teachers who return both the Fall and Spring surveys may be able to receive recertification points through their local options.

The surveys have been mailed to special education directors and teachers. As noted above, it is very important for individuals to complete and return the surveys, therefore I ask that you encourage your staff to participate fully in the study. We anticipate that results of the study will have a significant impact on the 1994 standards for special education programs making them more flexible and responsive to local needs.

Thank you, in advance, for encouraging your staff to complete the surveys. If you have any questions or comments, please call Dr. Patricia Abrams, Specialist and project leader at (804) 225-2874.

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Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Directors

FROM: Timothy Z. Keith, PhD TZK
Patricia B. Keith, PhD pbk

RE: Special Education Standards Survey
High Incidence Disabilities (LD, EMR, SED)

DATE: April 27, 1993

Thank you for your contribution!!!! We had a 95% return rate (only 6 directors did not respond) on the Special Education Director's survey; this means that your opinions and ideas about the future of special education standards and service delivery models have been captured. On March 21st Drs. John McLaughlin and Pat Abrams were forwarded the survey results.

At this time some of your special education teachers are completing the final survey; this survey gathers information on student outcomes. Please encourage them to complete this **final** survey and return it quickly.

Again, we appreciate your support of this research project. We hope that your voice will be heard at the Department of Education and that this project will assist in meeting the needs of students with disabilities throughout the Commonwealth.

cc: McLaughlin, Abrams

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Appendix D: Fall Teachers Survey
Follow-Up Letters

Virginia Tech
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AND STATE UNIVERSITY

Institute for the Study of Exceptionalities
College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FR: Patricia B. Keith, Research Project Director

RE: Field testing of survey

DATE: November 10, 1992

I would appreciate it if you would complete the following survey and review the attached materials. These materials will be sent to over 1,000 special education teachers in the Commonwealth. I need to know how understandable or "user friendly" these forms are and would appreciate your assistance. After you have completed the survey, please make comments, share ideas, and give general feedback regarding the materials.

In late February, I will forward you another survey for completion and review. In June 1993, we will be forwarding certificates of completion to all special education teachers who were participants. Richmond says that these certificates can be submitted to local teacher recertification boards for consideration of receiving 1 hour of continuing education credit. I will send you a certificate at that time if you have completed and reviewed both packages.

If you have any questions please contact me at 231-5167. Thank you for your assistance in advance. Please treat these forms in a confidential manner (do not share with others) as they will be forwarded, after correction are made, to teachers on November 25, 1992.

I will be back at your school on November 13 (Friday) to get the package. Please place all materials in the attached envelope with my name on it and give it to the school secretary ASAP.

enc. fall survey
  return envelope
  introduction letter from T & P Keith
  letter of agreement

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COMMONWEALTH *of* VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6-Q
RICHMOND 23216-2060

November 24, 1992

Dear Special Education Teacher:

The purpose of this survey is to enlist your assistance in the final phase of data collection for the state-wide Special Education Standards Study. This study is a collaborative effort between the Virginia Department of Education and the United States Office of Special Education. With the assistance of research teams from Virginia Tech's Institute for the Study of Exceptionalities and the University of Virginia's Evaluation Research Center, the project activities address the Special Education Standards that focus on class size and mixing students with disabilities. Input to the design, conduct, and report of the study has been received from various stakeholder groups including parents, teachers, administrators and students.

We have completed the initial phase of the study which included the conduct of case studies in local school divisions and stakeholder review of preliminary findings. The purpose of phase two is to collect information which will confirm and extend the findings from the case studies. Information will be collected from all special education directors in Virginia and a sample of special education teachers selected at random. As teachers participating in this research, you will be asked to complete two surveys; the first is enclosed in this packet, and the second will be distributed in March 1993.

The enclosed survey is designed to collect your thoughts regarding class sizes and class mixing for students with disabilities. Please complete the survey and return it to **Virginia Tech in the envelope provided.** It is very important that all persons complete and return surveys within 7 days of receiving them. Note that teachers who return both the Fall and Spring surveys may be able to receive recertification points through their local options in the category of being a research participant in an educational project (The Virginia Recertification Manual, July 1990,option #9, page 17).

- over -

You will note on the survey that we have asked you to provide the names and disability categories of the students on your class roster(s). The purpose is to request information about particular students in the Spring survey who will be randomly selected by the researchers. Along with you, I recognize the importance of individual student record confidentiality. Let me assure you that the information to be collected by the researchers has been screened and approved by parents, teachers, and administrators. Further, you should know that according to the following citation from Management of the Student's Scholastic Record in the Public Schools of Virginia, revised 1989:

> Without prior written consent of the parent or eligible student, disclosure of the record data shall be made to authorized representatives of the Comptroller General of the United States; the United States Secretary of Education; the United States Commissioner of Education, or the Assistant Secretary for Education; the LEA superintendent; and State Educational authorities needing information for the audit and evaluation of State and Federally supported education programs or the enforcement of Federal legal requirements related to such programs. Data collected shall exclude identifiable information on students or parents unless such information is authorized by Federal law or ***is needed by the Board of Education for such projects as student follow-up studies*** [italics added]. Personally identifiable data collected shall be destroyed when no longer needed for the purposes stated above (Part VIII, Disclosure, page 35, item #6).

Let me assure you that the collection of personally identifiable information for these purposes is appropriate.

Thank you, in advance, for taking time out of your busy schedule to complete the survey. If you have any questions or comments, please call Dr. Patricia Abrams, Specialist and project leader at (804) 225-2874.

Sincerely,

John A McLaughlin

John A. McLaughlin, Ph.D.
Chief, Research and Evaluation Division

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Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Timothy Z. Keith, Ph.D., Professor TZK
Patricia B. Keith, Ph.D., Senior Research Associate pbk

DATE: November 25, 1992

In December of 1991 the Commonwealth received a federal grant to investigate the influences of class size and class mix on special education students' educational outcomes. As part of this Special Education Program Standards Study, we have been contracted to develop the research design and to analyze and report results to the Department of Education.

We have selected randomly over one thousand special education teachers who teach students with learning disabilities (SLD), educable mental retardation (EMR), or serious emotional disturbance (SED). Your name was among the many that were selected for inclusion in this project.

We are requesting that you complete the enclosed survey. The survey asks about your opinions of special education practices and information about your classroom. It also requests the names of children in your classes; this release of student data is an approved special education follow-up study (see the attached letter from Dr. John McLaughlin, Chief of Research & Evaluation). In the Spring of 1993 we will send you another short survey requesting information about one of those children, selected at random. Your responses will remain confidential. We will not report your responses in any individually identifiable manner.

All directors of special education have received a parallel survey and are aware that some of their teachers will be asked to participate in this study.

You may receive continuing education credit as an incentive for participating in this project. If you complete both this survey and the Spring 1993 survey, you will awarded a certificate from Virginia Tech recognizing your participation in a research project. This certificate can then be submitted to your local teacher recertification board for consideration of 1 hour of continuing education credit.

Please read the following page and tell us if you are interested in participating in this project. Return that letter and the enclosed survey to us, using the stamped, self-addressed envelope. If you have any questions about the survey, please contact us at 1-800-848-2714.

Thank you in advance for your assistance in this research project. Please return materials within the next 7 days.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

Research Project Agreement

Special education teachers' opinions must be considered when the Commonwealth of Virginia reviews special education standards for class size and class mix practices. Therefore, I am interested in participating in the Special Education Standards Study. I understand that the Virginia Tech research team will insure that all my survey responses are confidential. Within 7 days after receiving the Fall 1992 and Spring 1993 surveys, I will return them.

Name ______________________ Date __________

_____ I am not interested in participating in the Study.

_____ I am interested in participating in the Study.

    _____ I am interested in receiving a certificate of completion for my participation in this research project.

Please return this form with the survey within 7 days.

Thank you for your assistance!

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Special Education Teacher Fall Survey

NOTE: No personally identifiable information will be released. Results of this survey will assist in better serving students with disabilities. Please respond in a candid manner; your opinions are valuable!

The school I work in is considered (circle one): rural suburban urban

How many years have you taught in your current position: ____
How many years have you taught special education: ____
How many years have you taught general education: ____

Gender (circle one): female male
Your age: ____

Highest degree earned (circle one): Bachelors Masters Specialist/CAGS Doctoral
Do you plan to get another degree in the next five years? (circle one): no yes

In what kind of special education teaching model are you working? (circle one):
resource self-contained departmentalized inclusion/integration
other (describe) ________________________________

Do you have an aide/paraprofessional in your classroom? (circle one): no yes

What grade levels are the students you teach (for ungraded students use grade student would be based on chronological age)? (circle grade levels) K 1 2 3 4 5 6 7 8 9 10 11 12

What are the ages of the students that you teach? (circle all relevant ages)
(3 and below) 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21+

During an average week how many hours do you spend doing each of the following?

Time spent per week & Kind of activities involved in	**During school hours**	**Before or after school hours**
Direct teaching		
Testing/assessing for Sp.Ed. process (e.g., eligibility, IEP reviews, triennials, etc.)		
Preparing & organizing for classes (e.g., planning lessons)		
Attending meetings (e.g., child study, PTA, inservice, etc.)		
Other school duties (e.g., bus, cafeteria, detention, etc.)		
Paper work (e.g., IEP's, reports, etc.)		
Other:		

Imagine that you were assigned a special education classroom, in your same school, with a mix of students with **EMR (educable mental retardation), SED (seriously emotional disturbance)**, and **SLD (specific learning disability)**. Imagine the students in the **same** classroom at the **same** time and answer the following questions, using a scale from 0 through 9.

What do you believe would happen to the quality of academic instruction for students in the same classroom at the same time?

mixing would significantly increase quality of instruction for .... mixing would significantly decrease quality of instruction for

EMR students	0	1	2	3	4	5	6	7	8	9
SED students	0	1	2	3	4	5	6	7	8	9
SLD students	0	1	2	3	4	5	6	7	8	9

What would happen to EMR, SED, and SLD students' self esteem if they were mixed in the same classroom at the same time?

would significantly increase self esteem of .... would significantly decrease self esteem of

EMR students	0	1	2	3	4	5	6	7	8	9
SED students	0	1	2	3	4	5	6	7	8	9
SLD students	0	1	2	3	4	5	6	7	8	9

How would you respond to having EMR, SED, and SLD students in your classrooms at the same time?

I would be very positive about mixing .... I would be very negative about mixing

0 1 2 3 4 5 6 7 8 9

If EMR, SED, and SLD students were in the same classroom at the same time what would happen to class management?

would create no new management problems .... would create many new management problems

0 1 2 3 4 5 6 7 8 9

How would parents of students with EMR, SED, and SLD react to their children being in the same classroom at the same time with children who have different disabilities?

would be pleased with mixing .... would dislike mixing

parents of EMR students	0	1	2	3	4	5	6	7	8	9
parents of SED students	0	1	2	3	4	5	6	7	8	9
parents of SLD students	0	1	2	3	4	5	6	7	8	9

What do you believe is the best mix of students with EMR, SED, and SLD? Circle the disabilities that you believe should be mixed; if you do not believe that students with disabilities should be mixed, circle the words no mixing.

EMR SED SLD no mixing

Which **instructional teaching methods** do you use with the students you teach? How often do you use these methods? Each instructional method has been defined for the purposes of this survey. Please read the definitions before responding.

1= never
2= seldom (once or twice a week)
3= often (once or twice a day)
4= usually (almost every period/hour of the day)
5= constantly (every period/hour of the day)

Instructional or teaching method (definition)	Circle appropriate answer
Activity/learning stations or centers	1 2 3 4 5
Cooperative learning (several students working together on an assignment)	1 2 3 4 5
Small group (four or fewer students working with a teacher)	1 2 3 4 5
Large group (five or more students working with a teacher)	1 2 3 4 5
Independent work (students working by self)	1 2 3 4 5
Computer assisted instruction (students use computers)	1 2 3 4 5
Team/Cooperative teaching (you go into a general education classroom to work with special education students)	1 2 3 4 5
Other (describe)	1 2 3 4 5

What would you consider to be a **manageable number of students** for your program (class size, or number of special education students assigned on your **class roster**)?

____

We know that your day is complicated. On the table below, please tell us what a typical week is like. Please tell us how many students you work with during **each hour or period** of the day. Also, please tell us the number of instructional groups and the number of additional adults (e.g., aides, volunteers, etc.) in the room. If every day of the week is the similar, just fill in the Monday boxes.

Example: Suppose on Monday during the first hour you work with 7 students who are broken into 2 instructional groups, and 1 aide. You would put 7 in the # of students box in the 1st hour column. For # of instructional groups you would put 2, and for # of additional adults you would put 1.

Days of the week		Hour/Period of the day						
		1st	2nd	3rd	4th	5th	6th	7th
Monday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Tuesday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Wednesday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Thursday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Friday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							

In Spring 1993 we will be sending you another short survey to complete. At that time we will be asking you about one of your students. In order to select a student randomly we now need to know the students that you have on your class roster(s). This information is confidential and no personally identifying information will be released. As noted in the letter from Dr. McLaughlin, this release of names is appropriate for this study. Please complete the following table.

Choices for primary and secondary disabilities include (please check the student's IEP if you are not sure!).

EMR (Educable mental retardation)
SED (Serious emotional disturbance)
SLD (Specific learning disability)
TMR (Trainable mental retardation)
Traumatic brain injury
Other (specify)

Speech/Language impairment
Vision impairment
Hearing impairment
Orthopedic impairment
Other health impairment
Autism

Student name: (last name, first name)	Primary disability	Secondary Disability
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

(USE OTHER SIDE OF PAPER IF NECESSARY)

EMR (Educable mental retardation)
SED (Serious emotional disturbance)
SLD (Specific learning disability)
TMR (Trainable mental retardation)
Traumatic brain injury
Other (specify)

Speech/Language impairment
Vision impairment
Hearing impairment
Orthopedic impairment
Other health impairment
Autism

Student name: (last name, first name)	Primary disability	Secondary Disability
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		

Thank you very much!

Please return in the enclosed self-addressed envelope within 7 days.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Patricia B. Keith, Ph.D.
Institute for the Study of Exceptionalities

College of Education
Blacksburg, VA 24061-0533
(800) 848-2714 Fax: (703) 231-5672

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities
College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Timothy Z. Keith, PhD.,Professor TZK
Patricia B. Keith, PhD., Senior Research Associate pbk

RE: Special Education Standards Research Project

DATE: December 3, 1992

By now you have received our survey. We hope that you will be participating in this project.

This project focuses on Special Education Standards in the Commonwealth and has direct impact on you. The Standards determine maximum class loads and determine which students with disabilities can be grouped together. In other words, the Standards determine how many students and what mix of students you can have on your class roster. The Department of Education in Richmond wants special education teachers' input into determining if the current Standards should be modified. **Your responses may affect the future composition of your class!**

We assure you that your responses to our surveys will be treated in a confidential nature. The Commonwealth has assured us that release of students' name for this project is appropriate (Management of Students Scholastic Records in the Public School of Virginia, revised 1989; part VIII disclosure, page 35, item 6).

Please contact us at 1-800-848-2714 if you have any questions or need another copy of our survey. Thank you for assisting us in this important research project.

We have not heard from you!
Please return the
Special Education Standards Survey
today!!

If you need another copy of the survey, call 1-800-848-2714.
If you have already returned the survey, we apologize
for our communications crossing in the mail.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Timothy Z. Keith, Professor TZK
Patricia B. Keith, Senior Research Associate pbk

RE: Special Education Program Standards Study

DATE: January 15, 1993

Several teachers have contacted us with concerns about releasing their students' names as part of this research project. If you have not responded to the survey because of such concerns, please complete the survey but list your students' initials (first and last) and disability on the last page. This will allow us to understand better your class load and select students for part two of the teachers' survey.

Your response to this survey is important. In his November 20 Memo to Superintendents, Superintendent of Public Instruction Joseph A. Spagnolo, Jr. urged maximum participation, noting that **"the results of the study will have a significant impact on the 1994 standards for special education programs, making them more flexible and responsive to local needs"**. Out of 133 School Districts in the Commonwealth, 92% of Special Education Directors have responded to the Special Education Directors' Survey. We need maximum teacher response to the survey so that policy makers will hear your opinions as well as those of Special Education Directors.

We urge you to complete fully and return promptly the survey. Call (800) 848-2714 if you need another copy of the survey. Thank you again for your assistance.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities
College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Timothy Z. Keith, Professor TZK
Patricia B. Keith, Senior Research Associate pbk

RE: Special Education Program Standards Study

DATE: January 15, 1993

Several teachers have contacted us with concerns about releasing their students' names as part of this research project. You have returned the survey, but did not completed the last page. We are in need of knowing how many and what kind of students you work with, as we are investigating class size and class mix.

Please complete page 5 of the survey. **You only need to list your students' initials (first and last) and disability.** We are not interested in knowing specifically who you teach, therefore, initials and disability will suffice. This additional information will allow us to understand better your class load and select students for part two of the teachers' survey.

Out of 133 School Districts in the Commonwealth, 92% of Special Education Directors have responded to the Special Education Directors' Survey. We need maximum teacher response to the survey so that policy makers will hear your opinions as well as those of Special Education Directors.

Your complete response to this survey is important. In his November 20 Memo to Superintendents, Superintendent of Public Instruction Joseph A. Spagnolo, Jr. urged maximum participation, noting that **"the results of the study will have a significant impact on the 1994 standards for special education programs, making them more flexible and responsive to local needs"**.

We urge you to complete fully and return promptly page 5 of the survey. Thank you again for your assistance.

Virginia
Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Timothy Z. Keith, Professor TZK
Patricia B. Keith, Senior Research Associate pbk

RE: Special Education Program Standards Study

DATE: January 21, 1993

We realize that when we sent you our survey in December it was during one of the busiest times of the year, and that you may not yet have had a chance to complete the survey. Nevertheless, your contribution to this study is critical. Therefore, we have enclosed a new copy of the survey and ask that you complete and return it within the next few days (feel free to use student initials on the last page rather than names). If you do not want to participate in the study, please complete and return the agreement.

We are not the only ones who believe this study is important. Please consider:

✓ Joseph A. Spagnolo, Jr., Superintendent of Public Instruction, wrote to every Division Superintendent in the Commonwealth to enlist support for the study. He urged all Superintendents to encourage Special Education Directors and Teachers to participate fully in the study (**see SUPTS. MEMO NO. 251 on the back of this letter**).

✓ The **Virginia Education Association** (VEA) has voiced strong support for this study.

✓ The **Virginia Council of Administrators for Special Education** (VCASE) has promoted the project and encouraged all of its members to participate.

✓ The **Virginia Association of Elementary School Principals** (VAESP) supports this research.

✓ The **Virginia Association of Middle School Principals** (VAMSP) advocates this project.

✓ The **Virginia Association of High School Principals** (VAHSP) backs this study.

We ask for your support, as well; your input is critical. If you have any questions please call 1-800-848-2714.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23216-2120

SUPTS. MEMO NO. 251
November 20, 1992

INFORMATIONAL

TO: Division Superintendents

FROM: Joseph A. Spagnolo, Jr.
Superintendent of Public Instruction

SUBJECT: Special Education Program Standards Study Surveys of Special Education Directors and Teachers

The purpose of this memo is to enlist your support of the final phase of data collection for the state-wide Special Education Standards Study. This study is a collaborative effort between the Virginia Department of Education and the United States Office of Special Education. With the assistance of research teams from Virginia Tech's Institute for the Study of Exceptionalities and the University of Virginia's Evaluation Research Center, the project activities address the Special Education Standards that focus on class size and mixing students with disabilities. Input to the design, conduct, and report of the study has been received from various stakeholder groups including, administrators, teachers, school board member, higher education faculty, parents, and students.

We have completed the initial phase of the study which included the conduct of case studies in local school divisions and stakeholder review of preliminary findings. The purpose of phase two is to collect information which will confirm and extend the findings from the case studies. Information is being collected from all special education directors in Virginia and a sample of special education teachers. Teachers will be asked to complete surveys in the Fall and Spring of this year. It is very important that all persons complete and return surveys according to the time frame requested. Note that teachers who return both the Fall and Spring surveys may be able to receive recertification points through their local options.

The surveys have been mailed to special education directors and teachers. As noted above, it is very important for individuals to complete and return the surveys, therefore I ask that you encourage your staff to participate fully in the study. We anticipate that results of the study will have a significant impact on the 1994 standards for special education programs making them more flexible and responsive to local needs.

Thank you, in advance, for encouraging your staff to complete the surveys. If you have any questions or comments, please call Dr. Patricia Abrams, Specialist and project leader at (804) 225-2874.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23216-2120

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COMMONWEALTH *of* VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6-Q
RICHMOND 23216-2060

February 25, 1993

Dear Special Education Teacher,

It is critical that your voice be heard in the Special Education Standards Study.

This research project is especially important because the Commonwealth is currently revising its Special Education Standards. You, along with over one thousand special education teachers, were randomly selected to represent teachers in your disability area; please do not throw away this chance to contribute your expertise and influence public policy. To date the research team at Virginia Tech has received survey responses from 71% of the teachers, but not yours.

Your participation is needed! Please complete the enclosed survey, return it to Virginia Tech, and be ready to complete a short survey in the spring of this year. Thank you for your assistance.

Sincerely,

John A. McLaughlin, Ph.D.
Chief, Research and Evaluation Division

Patricia Abrams

Patricia Abrams, Ed.D.
Principal Specialist for Special Education

enclosures

Remember Us ?

Please return the
Special Education Standards Survey
TODAY !

If you need another copy of the survey,
please call 1-800-848-2714.

We have not heard from you!
Please return the
Special Education Standards Survey
today!!

If you need another copy of the survey, call 1-800-848-2714.
If you have already returned the survey, we apologize
for our communications crossing in the mail.

Appendix E: Spring Teachers Survey Follow-Up Letters

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

TO: Special education teachers

FROM: Patricia B. Keith, Research Project Director

RE: Field testing of spring survey

DATE: March 23, 1993

Last fall you were very helpful in reviewing a survey that we sent out to over one thousand special education teachers. Comments made on the forms were taken seriously and we made modifications to the survey to make it more understandable and appropriate.

We are in need of your comments again. Attached is the final survey that we will be sending to the same special education teachers that received the fall survey.

I would appreciate it if you would complete this survey; we need your comments, additions, and corrections. In order to complete the survey, please take the first student on your class list. Then complete the survey with information regarding that student. **Confidentiality is again important**; please do not put any personally identifying information on the form such as students' name, school identification, or social security number.

After completing the survey, insert in the envelope provided, and return it to your school secretary. I will pick it up at the end of the week, **(Friday, March 19th)**.

I will be forwarding to you this June a letter stating that you have participated in this project (those who have reviewed both surveys). This can then be used to seek continuing education credit from Montgomery County; LEA's are the granters of continuing educations credit units.

Please contact me if you have any questions (231-5167).

enclosures: Spring teachers survey
Superintendents MEMO
return envelope

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities
College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Timothy Z. Keith, Ph.D., Professor TZK
Patricia B. Keith, Ph.D., Senior Research Associate pbk

RE: Teachers' Survey, Part Two

DATE: March 31, 1993

We appreciate your interest in participating in the Commonwealth's Special Education Standards Research Project. Enclosed is the **final survey** focusing on student outcome information.

You will notice at the bottom of this page is your name and a student's name, student's initials, or student's class number. This student was randomly selected from your class list; we now need some information about the student and how the student is doing in school at this time. If this student is not longer on your class list, please use the student who follows alphabetically on your class roster.

Confidentially is again very important. Please do not put the student's name, school identification number, or social security number on the survey. Don't return this letter with the survey. Return the survey in the self-addressed post-paid envelope enclosed. If you have any questions, please contact Patricia at 1-800-848-2714.

A copy of the Special Education Programs Standards Study PROJECT BULLETIN is enclosed for your review. As you will notice starting May 3rd there will be public hearings about special education standards (maximum class size and class mix of students). Your fall contribution (survey one) and that of hundreds of special education teachers will be used as an important data source. **We now desperately need the final survey** to complete the picture of what is happening to special education students in the Commonwealth. Please do not throw away this final chance to contribute to the establishment of new special education standards.

When you complete this survey and return it, we will send a certificate recognizing your participation in the research project. This certificate can then be submitted to your local teacher re-certification board for consideration of 1 hour of continuing education credit.

Thank you for your assistance in this project. Please return the final survey within the next 7 days, and we will not bother you again! We really do need to have this back **ASAP**.

A Land-Grant University—The Commonwealth Is Our Campus
An Equal Opportunity / Affirmative Action Institution

SPECIAL EDUCATION PROGRAM STANDARDS STUDY

PROJECT BULLETIN

Virginia Department of Education

Issue # 3 March 1993

"What makes management decisions important, what makes them strategic, is that the consequences occur in the future, and often in distant parts of the system. They're not local. They're not clear. An they are very, very hard to learn about."

SPECIAL EDUCATION PROGRAM
STANDARDS STUDY
Project Period: December 1, 1991 to
November 30, 1993

PROJECT STATUS

The project is organized around 3 phases. Phase I was completed in September 1992. Phase I was an exploratory phase where 5 sites were visited to collect a lot of information on classes where the standards were adhered to, & classes where the standards were exceeded or waived. In phase II, results from phase I were used to conduct multi-source statewide surveys. These surveys have been distributed to directors and teachers of special education and speech/language pathologists.

The purpose of this Bulletin is to provide information about the study to examine the Special Education Program Standards, which set standards for certain aspects of the education of students with disabilities in Virginia. This is the third of five publications of the Project Bulletin to keep the public informed over the duration of the project.

For additional information about the project, you may contact Dr. Patricia Abrams at (804)225-2874.

Phase III of the project represents the important link between information and use of the information. Results from phase II will generate information that will be interpreted into recommendations for policies which are to be included in Virginia's accreditation standards for serving students with disabilities. The new standards that will result from findings of this study WILL NOT be ready for next school year (1993-94); the new standards using results from this study are expected to be drafted for the 1994-1996 biennium.

INTERIM PROGRAM STANDARDS NEWS

The Special Education Program Standards that school divisions and non-public education agencies will follow for next school year will be issued as regulations through the Administrative Process Act (APA). The Standards that will be published in the Virginia Register will look the same as this current year's Program Standards with the exception of new maximum class sizes for programs for students with educable mental retardation (EMR) as a result of funding from the 1993 General Assembly. The draft standards will be distributed state-wide to prepare for the public comment period. This distribution will include mailings to all local superintendents, directors of special education and non-public education agencies so that program staffing for next year can be planned.

Public hearings are scheduled in May to gather input on the standards. These hearings will be coupled with focus group meetings to present data from the standards study and to obtain input on use of these data for new standards. Refer to the following timeline for more specific information about next year's standards and the standards study project activities.

TIMELINE

April 19, 1993	Draft Program Standards (for next school year) published in Virginia Register and distributed state-wide to start 60 day comment period.
April 23, 1993	Standards Project Steering team members meeting, VDOE.
May 3, 1993	#1 Public Hearing & Focus Meeting: Sheraton Airport Inn, 2727 Ferndale Drive 703-362-4500, Roanoke, Virginia (6:00 pm - 9:00 pm)
May 10, 1993	#2 Public Hearing & Focus Meeting: Holiday Inn Fair Oaks, 11787 Lee Jackson Hwy. 703-352-2525, Fairfax, Virginia (6:00 pm - 9:00 pm)
May 11, 1993	#3 Public Hearing & Focus Meeting: Sheraton Inn Park South, Moorefield Office Park, 9901 Midlothian Tpke. 804-323-1144, Richmond, Virginia (6:00 pm - 9:00 pm)

May 27, 1993	Tentative first review by state Board of Education of next year's standards AND recommendations from standards study that may impact 1994 budget.
June 19, 1993	End of public comment period on next year's standards.
June 24, 1993	Tentative final review by state Board of Education of next year's standards AND recommendations from standards study that may impact 1994 budget.
July 26, 1993	If the state Board of Education approves next year's standards at the June meeting, then the final standards for next year will be published in the Virginia Register on this date.
July 29, 1993	Tentative Board of Education review of recommendations from standards study. State Board of Education meeting to consider budget initiatives for 1994-96 biennium including recommendations from standards study that may impact 1994 budget.
August 26, 1993	Next year's standards become final regulations.
August, 1993	State Board of Education adopts budget initiatives that may result from standards study for 1994-96 biennium & submits to Governor.
December, 1993	Governor's budget (for 1994-96 biennium) to General Assembly.
March, 1994	Budget adopted by General Assembly.
May, 1994	Standards of Accreditation (SOA) revised, including budgeted standards revisions for special education programs.

Please use the attached **Feedback Forum** page to give comments, ask questions, and/or request information. If you would like to receive the draft Program Standards for next year, please provide your complete name and address so that we can respond quickly to your request.

Special Education Teacher's Survey - Spring

Student's Date of Birth: __ __/__ __/__ __ (month/day/year)

Student's Gender (circle one): Male Female

Student's grade ______ (if student is in ungraded placement please write grade level of same aged peers.)

Student's primary language is English? (circle one) no yes

Student's race (circle one):
Asian-American Caucasian (not Hispanic)
Black/African-American Hispanic-American
Native-American Other: ___________

This student receives special education services what percentage of the day? _____%

Does this student receive free or reduced lunch? (circle one) no yes

---

Student lives with (circle all that apply):

Mother Stepmother Grandmother Other female relative/guardian

Father Stepfather Grandfather Other male relative/guardian

Parents' highest level of education:

Father/ Stepfather/ Male guardian (etc.)	Mothers/ Stepmother/ Female guardian (etc.)	
_____	_____	Eighth grade or less
_____	_____	Beyond eighth grade, but not high school graduation
_____	_____	General education diploma (GED)
_____	_____	High School Graduation
_____	_____	Vocational, trade, or business school after H.S.
_____	_____	Two or less years of college
_____	_____	Finished a four/five year program (BA, BS, etc.)
_____	_____	Master's degree or equivalent
_____	_____	Ph.D., M.D., or other advanced degree

What occupation/job do the student's parents currently have (please check school entrance records if you do not know):

Father/ Stepfather/ Other male guardian	Mothers/ Stepmother/ Other female guardian	
_____	_____	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
_____	_____	CRAFTSPERSON such as baker, automobile mechanic, machinist, painter,plumber, telephone installer, carpenter
_____	_____	FARMER, farm manager
_____	_____	HOMEMAKER (without other job)
_____	_____	LABORER such as construction worker, car washer, sanitary worker, farm laborer
_____	_____	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant, manager, government official.
_____	_____	MILITARY such as career officer, enlisted man or woman in the Armed Forces
_____	_____	OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver
_____	_____	PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian,writer, social worker, actor, actress, athlete, politician, but not including school teacher
_____	_____	PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
_____	_____	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
_____	_____	PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
_____	_____	SALES such as salesperson, advertising or insurance agent, real estate broker
_____	_____	SCHOOL TEACHER such as elementary or secondary
_____	_____	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
_____	_____	TECHNICAL such as draftsman, medical or dental technician, computer programmer
_____	_____	UNEMPLOYED, was employed but currently not working

---

What is the student's level of achievement? Please list most recent test results.

OVERALL READING INFORMATION (check one, use most recent test):

____ Woodcock-Johnson Revised (Reading Cluster)
____ Woodcock Reading Mastery Revised
____ Kaufman Test of Ed. Achievement (K-TEA) Comprehensive Form Reading
____ Kaufman Test of Ed. Achievement (K-TEA) Brief Form Reading
____ Wide Range Achievement Test (WRAT-R)
____ Stanford Diagnostic Reading Test
____ Peabody Individual Achievement (PIAT-R) Reading Comprehension
____ PIAT-Revised Reading Recognition
____ Iowa Test of Basic Skills-ITBS-Reading Comprehension
____ Other______________________________

Grade Equivalent Score: __ __.__
Standard Score: __ __ __
Date of Testing: __ __/__ __/__ __ (month/day/year)

OVERALL MATH INFORMATION (check one, use most recent test)

____ Woodcock-Johnson (Math Cluster)
____ Woodcock-Johnson Revised (Math Cluster)
____ Key Math-Revised
____ PIAT-Revised
____ WRAT-Revised
____ K-TEA Comprehensive Form Math
____ K-TEA Brief Form Math
____ Stanford Diagnostic Math Test
____ Iowa Test of Basic Skills-ITBS-Math Total
____ Other ______________________________
Grade Equivalent Score: __ __.__
Standard Score: __ __ __
Date of Testing: __ __/__ __ /__ __ (month/day/year)

We know that test scores are not always a true indication of a student's progress. What is your best estimate of this student's progress (using grade equivalent notation) in the following areas.

Reading grade equivalent estimate: __ __ . __
Math grade equivalent estimate: __ __ . __
Written language grade equivalent estimate: __ __ . __
Science grade equivalent estimate: __ __ . __
Social studies grade equivalent estimate: __ __ . __

Please list this student's most recent individual intelligence test results: (check only one)

_____ Wechsler Scales (WISC-R, WISC III, WPPSI, or WAIS-R)
_____ Stanford Binet 4th edition, Stanford Binet
_____ Differential Ability Scale (DAS)
_____ Kaufman Assessment Battery (KABC, KBIT)
_____ Other ________________________

Verbal IQ Scale Standard Score __ __ __
Performance (Abstract Visual) IQ Scale Standard Score __ __ __
Full Scale Standard Score __ __ __

In your opinion, are these intelligence scores are an accurate estimate of this student's academic ability (please check one)? _____yes, scores are accurate
_____no, scores are too high
_____no, scores are too low

For the following pairs of words, please describe this student on a 0 to 9 scale; please circle the number that best describes the student.

1. very hardworking . . . . very lazy
0 1 2 3 4 5 6 7 8 9

2. high self concept . . . . low self concept
0 1 2 3 4 5 6 7 8 9

3. very compliant . . . . very defiant
0 1 2 3 4 5 6 7 8 9

4. always on task . . . . never on task
0 1 2 3 4 5 6 7 8 9

5. very much likes special education assistance . . . . does not like special education assistance
0 1 2 3 4 5 6 7 8 9

6. loves school . . . . hates school
0 1 2 3 4 5 6 7 8 9

7. always completes work . . . . never completes work
0 1 2 3 4 5 6 7 8 9

8. is proud of self . . . . is ashamed of self
0 1 2 3 4 5 6 7 8 9

9. never in trouble . . . . always in trouble
0 1 2 3 4 5 6 7 8 9

10. has good work habits . . . . has poor work habits
0 1 2 3 4 5 6 7 8 9

11. not at all distractable . . . . very distractable
0 1 2 3 4 5 6 7 8 9

12. comes to school prepared to learn . . . . does not come to school prepared to learn
0 1 2 3 4 5 6 7 8 9

13. highly motivated . . . . very unmotivated
0 1 2 3 4 5 6 7 8 9

14. parents are very involved in school activities . . . . parents are not at all involved in school activities
0 1 2 3 4 5 6 7 8 9

15. gets along well with teachers . . . . does not get along with teachers

0 1 2 3 4 5 6 7 8 9

16. always completes classwork . . . . never completes classwork
0 1 2 3 4 5 6 7 8 9

17. internal locus of control . . . . external locus of control
0 1 2 3 4 5 6 7 8 9

18. student's plans work out . . . . student's plans never work out
0 1 2 3 4 5 6 7 8 9

19. loves learning . . . . hates learning
0 1 2 3 4 5 6 7 8 9

20. feels good about self . . . . feels bad about self
0 1 2 3 4 5 6 7 8 9

21. does not belong in special education . . . . belongs in special education
0 1 2 3 4 5 6 7 8 9

22. very well behaved . . . . very poorly behaved
0 1 2 3 4 5 6 7 8 9

23. believes more in hard work . . . . believes more in luck
0 1 2 3 4 5 6 7 8 9

24. has high educational aspirations . . . . has low educational aspirations
0 1 2 3 4 5 6 7 8 9

25. always controls actions . . . . never control actions
0 1 2 3 4 5 6 7 8 9

26. best served in self-contained . . . . best served by integration
0 1 2 3 4 5 6 7 8 9

27. very positive about work . . . . very negative about work
0 1 2 3 4 5 6 7 8 9

28. very aware of disability . . . . not at all aware of disability
0 1 2 3 4 5 6 7 8 9

29. always pays attention . . . . never pays attention
0 1 2 3 4 5 6 7 8 9

30. making good progress
towards IEP goals . . . . making little progress
towards IEP goals
0 1 2 3 4 5 6 7 8 9

31. perseveres at work . . . . rushes through work
0 1 2 3 4 5 6 7 8 9

32. performs above ability . . . . performs below ability
0 1 2 3 4 5 6 7 8 9

33. always does homework . . . . never does homework
0 1 2 3 4 5 6 7 8 9

34. very attentive in class . . . . very inattentive in class
0 1 2 3 4 5 6 7 8 9

35. gets along well with other
special education students . . . . does not get long with other
special education students
0 1 2 3 4 5 6 7 8 9

36. gets along well with other
general education students . . . . does not get long with other
general education students
0 1 2 3 4 5 6 7 8 9

37. wants to do well in school . . . . doesn't care about school
0 1 2 3 4 5 6 7 8 9

How far do think this student will go in school? We know this is a very difficult question to answer, but, please give us your BEST GUESS.

_____ Will probably not graduate from high school

_____ Certificate of completion
_____ IEP diploma
_____ General education diploma (GED)

_____ Standard diploma (regular high school diploma)

_____ After graduating from high school will probably attend a vocational school,junior college, a community college, or another type of two-year school.
_____ After graduating from high school will probably attend a college but may not graduate.
_____ After graduating from high school will probably attend a college and graduate from college.

_____ After graduating from high school will probably attend a college, graduate from college and get some type of master's degree or equivalent.
_____ After graduating from high school will probably attend a college, graduate from college, get some type of master's degree or equivalent, and get a Ph.D., M.D., or other advanced professional degree.

The Department of Education is in a transition stage; the integration/inclusion/ full integrated service delivery model is reframing the thinking of many special education standards....

...if this student were placed in a general education class(es) for 100% of the time, with daily in-class support from you, how should this student be counted on the general education teachers caseload (circle one):

1. This student should count as ONE student on the general education teachers classload.
2. This student should count as ONE AND A HALF students' on the general education teachers classload.
3. This student should count as TWO students' on the general education teachers classload.
4. This student should count as TWO AND A HALF students' on the general education teachers classload.
5. This student should count as THREE students' on the general education teachers classload.
6. This student should count as more than THREE students' on the general education teachers classload.

Thank you! Please return the survey promptly!

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 6-Q
RICHMOND 23216-2060

April 5, 1993

TO: Special Education Teachers

FROM: Joseph A. Spagnolo, Jr.
Superintendent of Public Instruction

SUBJECT: Completion of Special Education Standards Final Survey

I want to thank you for your participation, to date, in the Special Education Standards Study. We are depending on your responses to the final survey you received from the researchers at Virginia Tech to make decisions about changing the Standards in the future. Therefore, I strongly encourage your final participation in this phase of the study.

Please fully complete the survey that you received and return it to the researchers at Virginia Tech by **April 21, 1993**. This is your chance to contribute to future Special Education Program Standards. I anticipate the results of this survey to make an important contribution to the new Standards for 1994 -1996.

Again, I urge you to complete the survey and return it by **April 21st**. Thank you for your attention and commitment. You may contact Dr. Tricia Keith, Virginia Tech at toll-free telephone number, 1-800-848-2714, with any questions.

JAS/pa

Remember Us ?

Please return the
Special Education Standards Survey
TODAY !

If you need another copy of the survey,
please call 1-800-848-2714.

We have not heard from you!
Please return the
Special Education Standards Survey
today!!

If you need another copy of the survey, call 1-800-848-2714.
If you have already returned the survey, we apologize
for our communications crossing in the mail.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Patricia B. Keith, PhD pbk

RE: Spring Teachers Survey

DATE: April 27, 1993

I know this is a very busy time of year and it is easy to miss file papers, so I have enclosed another copy of the final special education teachers survey.

Please take some time now and complete all of the questions on the enclosed survey about one of your students; we randomly selected this student from your class list. The initials or name of the student about whom we want information about is listed below. It is important that all of the information requested is supplied. If your school does not have available some of the needed information available, please request it from the Central office, and then return the form to us in the enclosed envelope. The information requested is a very important component of the analysis of this phase of the project.

Your assistance in completing and returning this **final survey is greatly appreciated.**

enclosures: return envelope
spring teachers survey

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AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

TO: Special Education Teachers

FROM: Patricia B. Keith, PhD pbk

RE: Missing information

DATE: April 27, 1993

We appreciate your completing the second teachers' survey and returning it so promptly. Unfortunately, some important information was missing from the survey your returned. The initials or name of the student about whom you completed the original survey are listed below. Please review the enclosed photo-copied paper(s) and complete the form with the needed information. If your school does not have the needed information available, please request it from the Central office, and then return the form to us in the enclosed envelope. The information requested is a very important component of the analysis of this phase of the project.

We know that this is a busy time of year, so please complete the form and return it to us ASAP. Thank you again for your assistance.

enclosures: return envelope
incomplete page(s) of survey

Student's initials or name:

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Tech
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AND STATE UNIVERSITY

Institute for the Study of Exceptionalities

College of Education
Blacksburg, Virginia 24061-0533

May 17, 1993

Dear Special Education Teacher:

We are missing only about one hundred special education teacher's phase two surveys and yours is one of them. I know this time of year is very hectic, but, we really do need your completed survey.

When completing the enclosed materials, if your school files do not contain all of the needed information, please call or request it from the Central office. Thank you in advance for completing the enclosed materials **and returning this final piece of information to us** promptly.

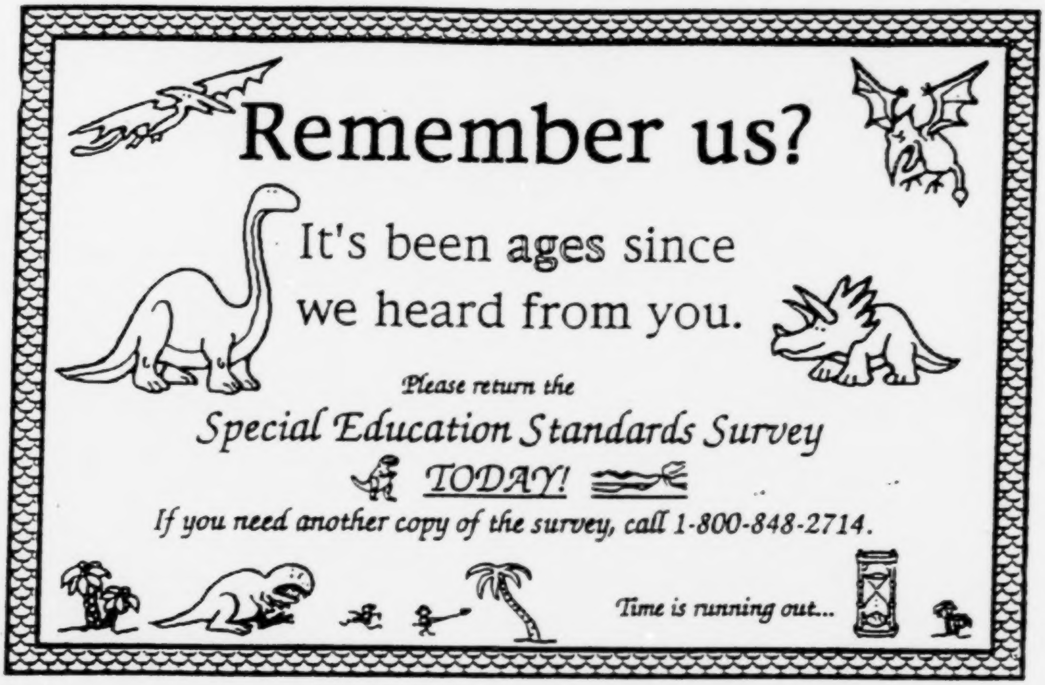
Respectfully,

Patricia B. Keith

Patricia B. Keith

Enc: survey materials
return envelope

Students initials or name:



Remember us?

It's been ages since
we heard from you.

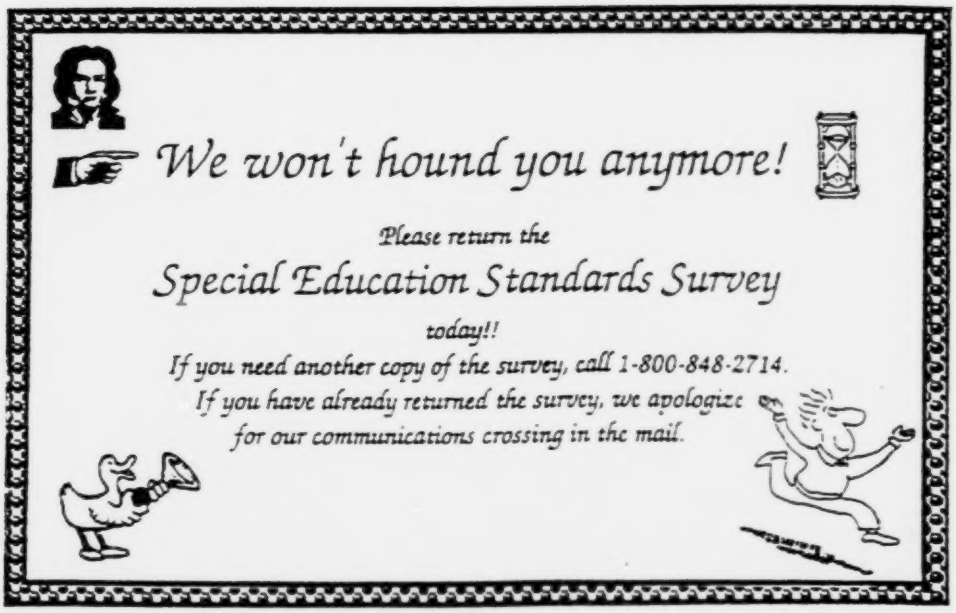
Please return the

Special Education Standards Survey

TODAY!

If you need another copy of the survey, call 1-800-848-2714.

Time is running out...



We won't hound you anymore!

Please return the

Special Education Standards Survey

today!!

If you need another copy of the survey, call 1-800-848-2714.
If you have already returned the survey, we apologize
for our communications crossing in the mail.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Institute for the Study of Exceptionalities
College of Education
Blacksburg, Virginia 24061-0533

June 1, 1993

The Virginia Department of Education was awarded a grant (N159A10020) by the U.S. Department of Education Washington, DC to complete an 18-month project entitled "Handicapped special studies program: Special education program standards study of class size and combining students with various disabilities". This project required a group of randomly selected special education teachers to complete two extensive surveys during the 1992-93 academic school year.

Dr. Joseph Spangnolo, Jr., Superintendent of Public Instruction, is a strong supporter of this project and has encouraged all Directors of special education and special education teachers to participate in this project. In the fall of 1992, after reviewing guidelines for teacher re-certification opportunities, it was determined that special education teachers who participated fully in this project could seek 5 points under option 9 (Educational Project, The Virginia Recertification Manual, July 1990, p.17) from their local education agency for their contribution to the project.

1~ at 2~ SCHOOL has successfully completed all requirements for full participation in this research project. Dr. John McLaughlin, DOE-Chief of Research and Evaluation; Dr. Pat Abrams, DOE-Specialist and Project Leader; Dr. Timothy Z. Keith, Principal Investigator; and Dr. Patricia B. Keith, Research Projector Director recommend that this teacher receive recertification credit. For additional information please contact Dr. Abrams (804-225-2875).

TEACHER ______________________

TEACHER CODE ______________________

Teacher phone number	
Dates called	
Who called	
Got information	YES REFUSED
Left message	

Non-respondants Information

Phone Survey

Teacher name	
Teacher code	
Teacher phone number	
Reasons for non-response	1. no time, busy, etc. 2. told not to complete 3. worried about confidentiality 4. have gotten other surveys recently (number in last yr ___) 5. teach in integration/inclusion model 6. survey does not apply to me why? 7. requested another survey 8. never got survey 9. no longer qualifies for study reason: 10. 11. 12.
Date called	
Who called	
Messages left	YES

Not Interested Call Backs Information

Reasons for Non-interest

Teacher name	
Teacher code	
Teacher phone number	
Reasons for non-response (not interested)	1. no time, busy, etc. 2. told not to complete 3. worried about confidentiality 4. have gotten other surveys recently (number in last yr ___) 5. teach in integration/inclusion model 6. survey does not apply to me why? 7. requested another survey 8. never got survey 9. no longer qualifies for study reason: 10. 11. 12.
Date called	
Who called	
Messages left	YES

Appendix F: Quick Answers

Average Responses for Directors and Teachers Surveys

CONFIDENTIAL: SPECIAL EDUCATION STANDARDS STUDY

SPECIAL EDUCATION DIRECTOR SURVEY

Regional Study Group of your LEA (circle one): 1 2 3 4 5 6 7

LEA is considered (circle one): rural suburban urban

Number of students in LEA: ________

Number of special education students in LEA: ________

How many years have you held your current position? ____

Gender (circle one): female male

Your age: ______

Highest degree earned (circle one): Bachelors Masters Doctoral

---

Please put an X in the box that best describes your reaction to the following statements:

Questions about Special Education Standards (Regulatory SUPTS. MEMO. 'O. 10, April 29, 1992)	Strongly Agree	Agree	Disagree	Strongly Disagree
The Special Education Program Standards in their current form are good.	2%	40%	46%	12%
The Standards should allow alternative program models (e.g., non-categorical, integration).	65%	32%	2%	1%
The Standards promote high quality education by making sure LEAs don't take shortcuts in programming for students with disabilities.	6%	40%	46%	8%
The Standards are unrelated to the quality of instruction in classrooms.	24%	40%	32%	4%
The Commonwealth should establish Standards for the number of special education students who can be integrated into an academic general education class.	8%	39%	40%	13%
The Commonwealth should establish Standards for the number of special education students who can be integrated into a vocational education class.	10%	37%	38%	15%
The Commonwealth should establish Standards for the number of special education students who can be integrated into non-academic subjects (e.g., art, music, physical education).	9%	25%	48%	18%
If Standards allowed for alternative models, I would insure that teachers were actively involved in developing those programs.	50%	49%	1%	–
If Standards allowed for alternative models, I would insure that parents were actively involved in developing those programs.	37%	56%	7%	1%
The current waiver system allows LEAs to develop innovative programs for .udents with disabilities.	2%	47%	41%	10%

● ● ●

Please imagine a special education classroom with a mix of students with EMR, SED, and SLD. agine the students *in the same special education classroom at the same time and answer the following questions.* For the purpose of this survey, Elementary means grades K - 5, Middle means grades 6 - 8, and High School means grades 9 - 12. All questions use a 0 to 9 scale.

What do you believe would happen to the quality of academic instruction for students in the same classroom at the same time?

+ —

mixing would significantly increase quality of instruction for .... mixing would significantly decrease quality of instruction for

Elem School EMR students	0	1	2	3	● 4	5	6	7	8	9
Elem School SED students	0	1	2	3	4 ●	5	6	7	8	9
Elem School SLD students	0	1	2	3	4 ●	5	6	7	8	9
Middle School EMR students	0	1	2	3	● 4	5	6	7	8	9
Middle School SED students	0	1	2	3	4 ●	5	6	7	8	9
Middle School SLD students	0	1	2	3	4●	5	6	7	8	9
High School EMR students	0	1	2	3	●	5	6	7	8	9
High School SED students	0	1	2	3	4 ●	5	6	7	8	9
High School SLD students	0	1	2	3	4 ●	5	6	7	8	9

What would happen to EMR, SED, and SLD students' self esteem if they were mixed in the ne classroom at the same time?

+ —

would significantly increase self esteem of .... would significantly decrease self esteem of

Elem School EMR students	0	1	2	3 ●	4	5	6	7	8	9
Elem School SED students	0	1	2	3	4 ●	5	6	7	8	9
Elem School SLD students	0	1	2	3	4 ●	5	6	7	8	9
Middle School EMR students	0	1	2	3 ●	4	5	6	7	8	9
Middle School SED students	0	1	2	3	4	● 5	6	7	8	9
Middle School SLD students	0	1	2	3	4	● 5	6	7	8	9
High School EMR students	0	1	2	3 ●	4	5	6	7	8	9
High School SED students	0	1	2	3	4	5●	6	7	8	9
High School SLD students	0	1	2	3	4	5 ●	6	7	8	9

How would special education teachers respond to having EMR, SED, and SLD students in their classrooms at the same time?

+ —

teachers would be very positive about mixing .... teachers would be very negative about mixing

Elem School level	0	1	2	3	4	● 5	6	7	8	9
Middle School level	0	1	2	3	4	5 ●	6	7	8	9
High School level	0	1	2	3	4	5	● 6	7	8	9

If EMR, SED, and SLD students were in the same classroom at the same time what would ppen to class management?

	+ creates no new management problems									— creates many new management problems
Elem School level	0	1	2	3	4 ●	5	6	7	8	9
Middle School level	0	1	2	3	4	5●	6	7	8	9
High School level	0	1	2	3	4	●	6	7	8	9

● ● ●

How would parents of students with EMR, SED, and SLD react to their children being in the same classroom at the same time with children who have different disabilities?

	+ parents would be pleased with mixing									— parents would dislike mixing
Elem School EMR parents	0	1	2	3	● 4	5	6	7	8	9
Elem School SED parents	0	1	2	3	4	● 5	6	7	8	9
Elem School SLD parents	0	1	2	3	4	5	● 6	7	8	9
Middle School EMR parents	0	1	2	3	● 4	5	6	7	8	9
Middle School SED parents	0	1	2	3	4	● 5	6	7	8	9
dle School SLD parents	0	1	2	3	4	5	●	7	8	9
High School EMR parents	0	1	2	3	● 4	5	6	7	8	9
High School SED parents	0	1	2	3	4	●	6	7	8	9
High School SLD parents	0	1	2	3	4	5	●	7	8	9

What do you believe is the best mix of students with EMR, SED, and SLD at various school levels? Circle the disabilities that you believe should be mixed; if you do not believe that students with disabilities should be mixed, circle the words no mixing.

Elem School students	50%	[✓ EMR SED SLD]	[✓ no mixing]	14%
Middle School students	37%	[✓ EMR SED SLD]	[✓ no mixing]	17%
High School students	38%	[✓ EMR SED SLD]	[✓ no mixing]	19%

As you know, Standards establish **maximum classloads**. Please write in the box the number of dents that you believe make a **manageable caseload** for each of the following disabilities and type of special education model. Remember that we are interested in **your opinions**, not what the Commonwealth Standards currently mandate.

Disability	School level	Self-contained class		Resource class	Depart-mentalized
		With aide	No aide		
Educable Mental Retardation	Elementary	12	9	18	18
	Middle	13	10	19	19
	High	14	11	19	19
Serious Emotional Disturbance	Elementary	10	7	16	18
	Middle	10	8	16	17
	High	10	8	17	17
Specific Learning Disability	Elementary	12	9	19	21
	Middle	13	10	20	20
	High	13	10	21	20

Please provide your opinions about **other types** of program models that are not currently addressed by Commonwealth Standards.

The Commonwealth should develop standards for:	Strongly Agree	Agree	Disagree	Strongly Disagree
Integration Model (Services provided to students where some or all of the IEP goals and objectives are met in the general education setting with age-appropriate peers.)	53%	34%	10%	3%
Non-Categorical Model (Students placed with others with similar learning needs, regardless of their labels.)	60%	25%	12%	3%
Severity-Weighted Model (Students are weighted according to their learning needs. For example, if student A requires intensive services, he would be assigned a higher weight than student B, who requires only limited services. Teachers' caseloads would be determined by the total weighting of the children they serve.)	40%	33%	16%	11%

Suppose the Commonwealth were to develop the following alternative models. Please share your opinion of what would be a **manageable caseload** of special education students for a teacher to work with in such models. Please answer for students with **high incidence disabilities** (i.e., students with SLD, SED, and EMR).

Alternative special education models	School level	How many special education students should one teacher have?	
		Special Education Teacher	General Education Teacher
Integration model	Elementary	14	9
	Middle	15	9
	High	16	10
Non-categorical model	Elementary	12	
	Middle	13	
	High	14	

Should there be other models of service delivery (circle one)?

43% no   yes 57%

If yes, please describe your model:

(OVER)

you have comments, questions, or suggestions about the present study?

Thank you for sharing your opinions!
Please return quickly!

Teacher
EMR = 37%
SED = 29%
SLD = 34%

CONFIDENTIAL

Special Education Teacher Fall Survey

NOTE: No personally identifiable information will be released. Results of this survey will assist in better serving students with disabilities. Please respond in a candid manner; your opinions are valuable!

The school I work in is considered (circle one): rural 45% suburban 35% urban 20%

MODE

How many years have you taught in your current position: $\bar{x}$ = 6.7 2
How many years have you taught special education: $\bar{x}$ 11 10
How many years have you taught general education: $\bar{x}$ 2 10

Gender (circle one): female 91% male 9%
Your age: ______

Highest degree earned (circle one): Bachelors 49% Masters 49% Specialist/CAGS 2% Doctoral <1%
Do you plan to get another degree in the next five years? (circle one): no 56% yes 44%

In what kind of special education teaching model are you working? (circle one):
resource self-contained departmentalized inclusion/integration
other (describe) ______________________________

Do you have an aide/paraprofessional in your classroom? (circle one): no 37% yes 63%

What grade levels are the students you teach (for ungraded students use grade student would be based on chronological age)? (circle grade levels) K 1 2 3 4 5 6 7 8 9 10 11 12

What are the ages of the students that you teach? (circle all relevant ages)
(3 and below) 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21+

During an average week how many hours do you spend doing each of the following?

Time spent per week & Kind of activities involved in	During school hours	Before or after school hours
Direct teaching	$\bar{X}$ = 19 Md = 25	$\bar{X}$ < 1 Md = 0
Testing/assessing for Sp.Ed. process (e.g., eligibility, IEP reviews, triennials, etc.)	= 2 = 1	< 1 = 0
Preparing & organizing for classes (e.g., planning lessons)	= 3.5 = 5	= 5.4 = 5
Attending meetings (e.g., child study, PTA, inservice, etc.)	= 1 = 0	< 1 = 0
Other school duties (e.g., bus, cafeteria, detention, etc.)	= 2 = 0	= 1 = 0
Paper work (e.g., IEP's, reports, etc.)	= 1.2 = 1	= 2.7 = 1
Other:	< 1 = 0	< 1 = 0

Imagine that you were assigned a special education classroom, in your same school, with a mix of students with **EMR (educable mental retardation), SED (seriously emotional disturbance)**, and **SLD (specific learning disability)**. Imagine the students in the same classroom at the same time and answer the following questions, using a scale from 0 through 9.

What do you believe would happen to the quality of academic instruction for students in the same classroom at the same time?

mixing would significantly increase quality of instruction for .... mixing would significantly decrease quality of instruction for

EMR students	0	1	2	3	4	5	6	● 7	8	9
SED students	0	1	2	3	4	5	6	● 7	8	9
SLD students	0	1	2	3	4	5	6	●	8	9

What would happen to EMR, SED, and SLD students' self esteem if they were mixed in the same classroom at the same time?

would significantly increase self esteem of .... would significantly decrease self esteem of

EMR students	0	1	2	3	4	5	● 6	7	8	9
SED students	0	1	2	3	4	5	6	● 7	8	9
SLD students	0	1	2	3	4	5	6	●	8	9

How would you respond to having EMR, SED, and SLD students in your classrooms at the same time?

I would be very positive about mixing .... I would be very negative about mixing

0 1 2 3 4 5 6 ● 8 9

If EMR, SED, and SLD students were in the same classroom at the same time what would happen to class management?

would create no new management problems .... would create many new management problems

0 1 2 3 4 5 6 7 ● 8 9

How would parents of students with EMR, SED, and SLD react to their children being in the same classroom at the same time with children who have different disabilities?

would be pleased with mixing .... would dislike mixing

parents of EMR students	0	1	2	3	4	5	● 6	7	8	9
parents of SED students	0	1	2	3	4	5	6 ●	7	8	9
parents of SLD students	0	1	2	3	4	5	6	7	● 8	9

What do you believe is the best mix of students with EMR, SED, and SLD? Circle the disabilities that you believe should be mixed; if you do not believe that students with disabilities should be mixed, circle the words no mixing.

EMR SED SLD no mixing 61% ALL MIXED 5%

EMR/SED 1%
SED/SLD 15%
EMR/SLD 19%

Which **instructional teaching methods** do you use with the students you teach? How often do you use these methods? Each instructional method has been defined for the purposes of this survey. Please read the definitions before responding.

1 = never
2 = seldom (once or twice a week)
3 = often (once or twice a day)
4 = usually (almost every period/hour of the day)
5 = constantly (every period/hour of the day)

Instructional or teaching method (definition)	Circle appropriate answer
Activity/learning stations or centers	1 ● 3 4 5
Cooperative learning (several students working together on an assignment)	1 2 ● 4 5
Small group (four or fewer students working with a teacher)	1 2 3 ● 5
Large group (five or more students working with a teacher)	1 2 ● 4 5
Independent work (students working by self)	1 2 ● 4 5
Computer assisted instruction (students use computers)	1 ● 3 4 5
Team/Cooperative teaching (you go into a general education classroom to work with special education students)	● 2 3 4 5
Other (describe)	1 2 3 4 5

What would you consider to be a **manageable number of students** for your program (class size, or number of special education students assigned on your class **roster**)?

____

We know that your day is complicated. On the table below, please tell us what a typical week is like. Please tell us how many students you work with during **each hour or period** of the day. Also, please tell us the number of instructional groups and the number of additional adults (e.g., aides, volunteers, etc.) in the room. If every day of the week is the similar, just fill in the Monday boxes.

Example: Suppose on Monday during the first hour you work with 7 students who are broken into 2 instructional groups, and 1 aide. You would put 7 in the # of students box in the 1st hour column. For # of instructional groups you would put 2, and for # of additional adults you would put 1.

Days of the week		Hour/Period of the day						
		1st	2nd	3rd	4th	5th	6th	7th
Monday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Tuesday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Wednesday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Thursday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							
Friday	# of students work with this hour							
	# of instructional groups in room this hour							
	# of additional adults in room this hour							

In Spring 1993 we will be sending you another short survey to complete. At that time we will be ing you about one of your students. In order to select a student randomly we now need to know the students that you have on your class roster(s). This information is confidential and no personally identifying information will be released. As noted in the letter from Dr. McLaughlin, this release of names is appropriate for this study. Please complete the following table.

Choices for primary and secondary disabilities include (please check the student's IEP if you are not sure!).

EMR (Educable mental retardation)
SED (Serious emotional disturbance)
SLD (Specific learning disability)
TMR (Trainable mental retardation)
Traumatic brain injury
Other (specify)

Speech/Language impairment
Vision impairment
Hearing impairment
Orthopedic impairment
Other health impairment
Autism

Student name: (last name, first name)	Primary disability	Secondary Disability
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

(USE OTHER SIDE OF PAPER IF NECESSARY)

EMR (Educable mental retardation)
SED (Serious emotional disturbance)
SLD (Specific learning disability)
TMR (Trainable mental retardation)
Traumatic brain injury
Other (specify)
Speech/Language impairment
Vision impairment
Hearing impairment
Orthopedic impairment
Other health impairment
Autism

Student name: (last name, first name)	Primary disability	Secondary Disability
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		

Thank you very much!

Please return in the enclosed self-addressed envelope within 7 days.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

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Special Education Teacher's Survey - Spring

Student's Date of Birth: __ __/__ __/__ __ (month/day/year)

Student's Gender (circle one): 70% Male Female 30%

Student's grade ______ (if student is in ungraded placement please write grade level of same aged peers.)

Student's primary language is English? (circle one) no 1% yes 99%

Student's race (circle one): 2% Asian-American Caucasian (not Hispanic) 61%
34% Black/African-American Hispanic-American 2%
<1% Native-American Other: <1%

This student receives special education services what percentage of the day? 0-100 %

Does this student receive free or reduced lunch? (circle one) no 47% yes 53%

Student lives with (circle all that apply):

				Group Home	Neither
Mother 71%	Stepmother 2%	Grandmother 4%	Other female relative/guardian 3%	<1%	<1%
Father 42%	Stepfather 8%	Grandfather 3%	Other male relative/guardian 3%	1%	18%

Parents' highest level of education:

Father/ Stepfather/ Male guardian (etc.)	Mothers/ Stepmother/ Female guardian (etc.)	
_____	_____	Eighth grade or less
_____	_____	Beyond eighth grade, but not high school graduation
_____	_____	General education diploma (GED)
_____	_____	High School Graduation
_____	_____	Vocational, trade, or business school after H.S.
_____	_____	Two or less years of college
_____	_____	Finished a four/five year program (BA, BS, etc.)
_____	_____	Master's degree or equivalent
_____	_____	Ph.D., M.D., or other advanced degree

What occupation/job do the student's parents currently have (please check school entrance records if you do not know):

Father/ Stepfather/ Other male guardian	Mothers/ Stepmother/ Other female guardian	
_____	_____	CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
_____	_____	CRAFTSPERSON such as baker, automobile mechanic, machinist, painter,plumber, telephone installer, carpenter
_____	_____	FARMER, farm manager
_____	_____	HOMEMAKER (without other job)
_____	_____	LABORER such as construction worker, car washer, sanitary worker, farm laborer
_____	_____	MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant, manager, government official.
_____	_____	MILITARY such as career officer, enlisted man or woman in the Armed Forces
_____	_____	OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver
_____	_____	PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian,writer, social worker, actor, actress, athlete, politician, but not including school teacher
_____	_____	PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
_____	_____	PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
_____	_____	PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
_____	_____	SALES such as salesperson, advertising or insurance agent, real estate broker
_____	_____	SCHOOL TEACHER such as elementary or secondary
_____	_____	SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
_____	_____	TECHNICAL such as draftsman, medical or dental technician, computer programmer
_____	_____	UNEMPLOYED, was employed but currently not working

---

What is the student's level of achievement? Please list most recent test results.

OVERALL READING INFORMATION (check one, use most recent test):

____ Woodcock-Johnson Revised (Reading Cluster)
____ Woodcock Reading Mastery Revised
____ Kaufman Test of Ed. Achievement (K-TEA) Comprehensive Form Reading
____ Kaufman Test of Ed. Achievement (K-TEA) Brief Form Reading
____ Wide Range Achievement Test (WRAT-R)
____ Stanford Diagnostic Reading Test
____ Peabody Individual Achievement (PIAT-R) Reading Comprehension
____ PIAT-Revised Reading Recognition
____ Iowa Test of Basic Skills-ITBS-Reading Comprehension
____ Other______________________________

Grade Equivalent Score: __ __.__
Standard Score: __ __ __
Date of Testing: __ __/__ __/__ __ (month/day/year)

OVERALL MATH INFORMATION (check one, use most recent test)

____ Woodcock-Johnson (Math Cluster)
____ Woodcock-Johnson Revised (Math Cluster)
____ Key Math-Revised
____ PIAT-Revised
____ WRAT-Revised
____ K-TEA Comprehensive Form Math
____ K-TEA Brief Form Math
____ Stanford Diagnostic Math Test
____ Iowa Test of Basic Skills-ITBS-Math Total
____ Other____________________________

Grade Equivalent Score: __ __.__
Standard Score: __ __ __
Date of Testing: __ __/__ __/__ __ (month/day/year)

We know that test scores are not always a true indication of a student's progress. What is your best estimate of this student's progress (using grade equivalent notation) in the following areas.

Reading grade equivalent estimate: __ __ . __
Math grade equivalent estimate: __ __ . __
Written language grade equivalent estimate: __ __ . __
Science grade equivalent estimate: __ __ . __
Social studies grade equivalent estimate: __ __ . __

Please list this student's most recent individual intelligence test results: (check only one)

_____ Wechsler Scales (WISC-R, WISC III, WPPSI, or WAIS-R)
_____ Stanford Binet 4th edition, Stanford Binet
_____ Differential Ability Scale (DAS)
_____ Kaufman Assessment Battery (KABC, KBIT)
_____ Other ________________________

Verbal IQ Scale Standard Score __ __ __
Performance (Abstract Visual) IQ Scale Standard Score __ __ __
Full Scale Standard Score __ __ __

In your opinion, are these intelligence scores are an accurate estimate of this student's academic ability (please check one)?
77% yes, scores are accurate
5% no, scores are too high
18% no, scores are too low

For the following pairs of words, please describe this student on a 0 to 9 scale; please circle the number that best describes the student.

1. very hardworking . . . . very lazy
0 1 2 3 4 5 ● 6 7 8 9

2. high self concept . . . . low self concept
0 1 2 3 4 ● 6 7 8 9

3. very compliant . . . . very defiant
0 1 2 3 4 5 ●6 7 8 9

4. always on task . . . . never on task
0 1 2 3 4 5● 6 7 8 9

Except for items 26 and 28 all items are recoded in the printout

5. very much likes special education assistance . . . . does not like special education assistance
0 1 2 ● 4 5 6 7 8 9

6. loves school . . . . hates school
0 1 2 3 4● 5 6 7 8 9

7. always completes work . . . . never completes work
0 1 2 3 4● 5 6 7 8 9

8. is proud of self . . . . is ashamed of self
0 1 2 3 4● 5 6 7 8 9

9. never in trouble . . . . always in trouble
0 1 2 3 4● 5 6 7 8 9

10. has good work habits . . . . has poor work habits
0 1 2 3 4 5 ● 6 7 8 9

11. not at all distractable . . . . very distractable
0 1 2 3 4 5 6 ● 7 8 9

12. comes to school prepared to learn . . . . does not come to school prepared to learn
0 1 2 3 4 5 ● 6 7 8 9

13. highly motivated . . . . very unmotivated
0 1 2 3 4 5 ● 6 7 8 9

14. parents are very involved in school activities . . . . parents are not at all involved in school activities
0 1 2 3 4 5 6 ● 7 8 9

15. gets along well with teachers . . . . does not get along with teachers

0 1 2 ● 4 5 6 7 8 9

16. always completes classwork . . . . never completes classwork
0 1 2 3 ● 5 6 7 8 9

17. internal locus of control . . . . external locus of control
0 1 2 3 4 5● 6 7 8 9

18. student's plans work out . . . . student's plans never work out
0 1 2 3 4 5 ● 6 7 8 9

19. loves learning . . . . hates learning
0 1 2 3 4● 5 6 7 8 9

20. feels good about self . . . . feels bad about self
0 1 2 3 4 5 ●6 7 8 9

21. does not belong in special education . . . . belongs in special education
0 1 2 3 4 5 6 7 8 ● 9

22. very well behaved . . . . very poorly behaved
0 1 2 3 4● 5 6 7 8 9

23. believes more in hard work . . . . believes more in luck
0 1 2 3 4 5● 6 7 8 9

24. has high educational aspirations . . . . has low educational aspirations
0 1 2 3 4 5 ● 6 7 8 9

25. always controls actions . . . . never control actions
0 1 2 3 4 5 ● 6 7 8 9

26. best served in self-contained . . . . best served by integration
0 1 2 3 4 ● 5 6 7 8 9

27. very positive about work . . . . very negative about work
0 1 2 3 4 5 ● 6 7 8 9

28. very aware of disability . . . . not at all aware of disability
0 1 2 3 4 5 ● 6 7 8 9

29. always pays attention . . . . never pays attention
0 1 2 3 4 5 ● 6 7 8 9

30. making good progress
towards IEP goals . . . .
making little progress
towards IEP goals
0 1 2 3 4 ● 5 6 7 8 9

31. perseveres at work . . . . rushes through work
0 1 2 3 4 5 ● 6 7 8 9

32. performs above ability . . . . performs below ability
0 1 2 3 4 5 6 ● 7 8 9

33. always does homework . . . . never does homework
0 1 2 3 4 5 ● 6 7 8 9

34. very attentive in class . . . . very inattentive in class
0 1 2 3 4 5 ● 6 7 8 9

35. gets along well with other
special education students . . . .
does not get long with other
special education students
0 1 2 3 4 ● 5 6 7 8 9

36. gets along well with other
general education students . . . .
does not get long with other
general education students
0 1 2 3 4 ● 5 6 7 8 9

37. wants to do well in school . . . . doesn't care about school
0 1 2 3 4 ● 5 6 7 8 9

How far do think this student will go in school? We know this is a very difficult question to answer, but, please give us your BEST GUESS.

14% Will probably not graduate from high school

11% Certificate of completion
28% IEP diploma
4% General education diploma (GED)

15% Standard diploma (regular high school diploma)

21% After graduating from high school will probably attend a vocational school, junior college, a community college, or another type of two-year school.
3% After graduating from high school will probably attend a college but may not graduate.
4% After graduating from high school will probably attend a college and graduate from college.

<1% After graduating from high school will probably attend a college, graduate from college and get some type of master's degree or equivalent.
<1% After graduating from high school will probably attend a college, graduate from college, get some type of master's degree or equivalent, and get a Ph.D., M.D., or other advanced professional degree.

The Department of Education is in a transition stage; the integration/inclusion/full integrated service delivery model is reframing the thinking of many special education standards....

...if this student were placed in a general education class(es) for 100% of the time, with daily in-class support from you, how should this student be counted on the general education teachers caseload (circle one):

17% 1. This student should count as ONE student on the general education teachers classload.
17% 2. This student should count as ONE AND A HALF students' on the general education teachers classload.
27% 3. This student should count as TWO students' on the general education teachers classload.
8% 4. This student should count as TWO AND A HALF students' on the general education teachers classload.
14% 5. This student should count as THREE students' on the general education teachers classload.
17% 6. This student should count as more than THREE students' on the general education teachers classload.

Thank you! Please return the survey promptly!

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